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Per. 26174 d. $\frac{42}{1868}$

American Girls



EIGHTY-FIRST

ANNUAL REPORT

OF THE

REGENTS OF THE UNIVERSITY

With respects of

JOHN V. L. PRUYN.

MADE TO THE LEGISLATURE FEBRUARY 28, 1868.



ALBANY:

VAN BENTHUYSEN & SONS' STEAM PRINTING HOUSE.

1868.

State of New York.

No. 49.

IN SENATE,

February 28, 1868.

EIGHTY-FIRST ANNUAL REPORT
OF THE REGENTS OF THE UNIVERSITY OF THE STATE
OF NEW YORK.

UNIVERSITY OF THE STATE OF NEW YORK:

OFFICE OF THE REGENTS, }
ALBANY, *February* 28, 1868. }

To the Hon. STEWART L. WOODFORD,

President of the Senate :

Sir—I have the honor to transmit the Annual Report of the
Regents of the University, as required by law.

I remain, very respectfully,

Your obedient servant,

JOHN V. L. PRUYN,

Chancellor of the University.

REPORT.

To the Legislature of the State of New York :

The Regents of the University, in obedience to law,
respectfully submit their

EIGHTY-FIRST ANNUAL REPORT.

BOARD OF REGENTS.

The Board is at present composed of the following
members :

Reuben E. Fenton, <i>Governor.</i>	} <i>Ex officio.</i>
Stewart L. Woodford, <i>Lieutenant-Governor.</i>	
Homer A. Nelson, <i>Secretary of State.</i>	
Victor M. Rice, <i>Sup't of Public Instruction.</i>	

			Appointed.
Gulian C. Verplanck, LL. D....	New York....	Jan.	26, 1826.
Erastus Corning	Albany	Feb.	5, 1833.
Prosper M. Wetmore.....	New York....	April	4, 1833.
Gideon Hawley, LL. D.....	Albany	Feb.	1, 1842.
John V. L. Pruyn, LL. D....	Albany	May	4, 1844.
Robert Campbell	Bath	Feb.	2, 1846.
Samuel Luckey, D. D.....	Rochester	May	6, 1847.
Robert G. Rankin.....	Newburgh ...	Sept.	22, 1847.
Erastus C. Benedict, LL. D. ...	New York	March	22, 1855.
George W. Clinton, LL. D....	Buffalo.....	March	6, 1856.
Isaac Parks, D. D.....	Whitehall	April	7, 1857.
Lorenzo Burrows	Albion	Feb.	16, 1858.
Robert S. Hale	Elizabethtown.	March	29, 1859.
Elias W. Leavenworth.....	Syracuse	Feb.	5, 1861.
J. Carson Brevoort.....	Brooklyn	Feb.	5, 1861.
George R. Perkins, LL. D....	Utica	Jan.	30, 1862.
Alexander S. Johnson, LL. D..	Albany	April	12, 1864.
George W. Curtis, LL. D.....	N. Shore, S. i..	April	12, 1864.
William H. Goodwin, D. D. ...	Clifton Springs	Jan.	24, 1865.

ANNUAL MEETING.

The Statute directs that there shall be an annual meeting of the Regents of the University, on the evening of the second Thursday in January in every year, at the Senate Chamber, in the Capitol.

At the annual meeting, held pursuant to the Statute, on the 9th day of January, 1868, the following members were present :

The Chancellor, Mr. Pruyn.

The Governor, Mr. Fenton.

The Secretary of State, Mr. Nelson.

The Superintendent of Public Instruction, Mr. Rice.

Mr. Corning,

Mr. Hale,

Mr. Wetmore,

Mr. Leavenworth,

Mr. Benedict,

Mr. Brevoort,

Rev. Dr. Parks,

Mr. Perkins,

Mr. Burrows,

Mr. Johnson.

The Board was organized for the year 1868, by the re-election of

John V. L. Pruyn, *as Chancellor.*

Gulian C. Verplanck, *Vice-Chancellor.*

Samuel B. Woolworth, *Secretary.*

Daniel J. Pratt, *Assistant Secretary.*

STANDING COMMITTEES.

The Standing Committees of the Board for the year 1868, are as follows :

On the Incorporation of Colleges and Academies :

The Chancellor,

The Secretary of State,

Mr. Verplanck,

Mr. Benedict,

The Lieutenant Governor,

Mr. Hale,

Mr. Johnson.

On the State Cabinet of Natural History:

The Governor,

Mr. Brevoort,

Mr. Corning,

Mr. Johnson,

Mr. Clinton,

Mr. Burrows,

Mr. Campbell.

On the State Library:

The Chancellor,	Mr. Johnson,
The Lieutenant Governor,	Mr. Wetmore,
The Secretary of State.	Mr. Curtis,
Mr. Perkins.	

On the Instruction of Common School Teachers:

The Superintendent of Public Instruction,	
Mr. Wetmore,	Mr. Rankin,
Rev. Dr. Luckey,	Rev. Dr. Parks.

On the Distribution of the Literature Fund:

Mr. Hawley,	Mr. Leavenworth,
Mr. Benedict,	Mr. Burrows,
Mr. Rankin.	

On Appropriations for the Purchase of Books and Apparatus:

Mr. Corning,	Mr. Wetmore,
Rev. Dr. Goodwin.	

On the Annual Report:

Mr. Benedict,	Mr. Brevoort,
Mr. Perkins,	Mr. Leavenworth,
Mr. Clinton.	

On the Visitation of Colleges and Academies:

The Chancellor,	
The Superintendent of Public Instruction,	
Rev. Dr. Luckey,	Mr. Hale.
Mr. Curtis,	Rev. Dr. Parks,
Rev. Dr. Goodwin.	

The following is an abstract of the most important business transacted at the several meetings of the board during the past year :

January 10, 1867.

Applications for the incorporation of "The Red Creek Union Seminary," and "The Williamsville Academy," were granted, and the academical departments of the Attica Union School, the Elizabethtown Union Free School, the Forestville Union Free School, and the West-

port Union Free School, were received under the visitation of the Board.

The Superintendent of Public Instruction, as chairman of the standing committee on the instruction of teachers' classes in Academies, submitted a report, accompanied by a schedule of appropriations recommended to be made to the several academies which had given such instruction during the academic year 1865-6.

The report was adopted, and the schedule was ordered to be certified and delivered to the Comptroller.

The standing committee on incorporations made a report in respect to the debts of those academies to which the ordinance of January 15, 1857, at present applies, from which it appeared that the requirements of the said ordinance have in each case been fully complied with.

The standing committee on the distribution of the Literature Fund, submitted a report, showing what academies have failed to make the returns required by law and by the ordinances of the Regents, with the reasons so far as ascertained, for such failure; also, the number and character of the annual reports which have been received for the academic year 1865-6; the practical workings of the system of written preliminary academic examinations recently instituted, and the propriety of allowing, in addition to those who have passed the written examination, those also who have been reported and allowed in former years. After a full consideration of the statements of the committee, it was ordered that the schedule of distribution be made on scholars who have passed the preliminary examinations instituted by the Regents, and also on those who, though not having passed the said examination, have been reported and allowed in former years.

The committee also made a statement in regard to the

financial condition of the Monticello Academy, and recommended the suspension of the payment of a distributive share of the Literature Fund, "until the sense of the Legislature be taken as to the real intent and meaning of the act incorporating said academy, in respect to its being entitled to a share of the Literature Fund, while its academy lot and building remain, as they now are, private property."

This portion of the report of the Committee having been considered, the following resolution was unanimously adopted:

Resolved, That, in the opinion of this Board, the provisions of chapter 652, of the Session Laws of 1865, do not exempt the Monticello Academy from compliance with the provisions of the general statute, as a condition of receiving a distributive share of the Literature Fund.

The annual reports of the Court of Appeals' Libraries, at Rochester and Syracuse, were submitted and referred as usual to the resident Regents of those cities respectively.

The Chancellor announced that the remains of a Mastodon had recently been discovered at Cohoes, and that measures had been taken by the Standing Committee on the State Cabinet, and by the Curator, Prof. Hall, to secure their complete excavation, and their transfer to the State Cabinet of Natural History. He also submitted a letter from Mr. Alfred Wild, of this city, in behalf of the Harmony Mills company of Cohoes, presenting the skeleton to the Cabinet, on condition that the same be mounted within six months. A copy of the letter was ordered to be entered on the minutes, and due acknowledgment to be made to Mr. Wild, with assurance that the donation is accepted by the Regents on the condition above stated.

The standing committee on the State Cabinet reported that on full consultation they had agreed to expend in

further excavations a sum not exceeding seven hundred dollars, out of the appropriation for the Cabinet, in the hope of finding certain missing parts of the Mastodon, which it was believed remain in the vicinity of those already discovered.

This act of the committee was approved by the Board.

In view of a proposition from the family of the late Dr. Augustus A. Gould, of Boston, to sell to the State Cabinet, for the sum of \$6,000, the very large and valuable collection of shells made by Dr. Gould, a resolution was adopted authorizing the Committee on the Cabinet to apply to the Legislature for the immediate appropriation of \$6,000 for the purchase of the collection above referred to.

A resolution was also adopted declaring that, in the judgment of the Regents, \$3,500 is a suitable salary to be paid to the Curator of the State Cabinet of Natural History, provided his entire time is devoted to the duties of his office, and a course of free lectures is given, under such regulations as the Regents may establish.

January 11.

The standing committee on appropriations for the purchase of books and apparatus, submitted a report relative to the balances of appropriations made in former years and not yet accounted for, and also presenting a list of applications from various academies for similar appropriations, the aggregate of which was in excess of the amount at the disposal of the Regents. The committee recommended that a discrimination be made in favor of those academies which have previously received less amounts than others, in pursuance of the ordinance in such cases made and provided, which was agreed to, and a schedule of appropriations prepared in conformity therewith, was

ordered to be duly authenticated and delivered to the Comptroller.

The report of the Curator of the State Cabinet for the year 1866, was submitted and referred to the standing committee on the State Cabinet, for such use as they may deem proper in connection with the Annual Report of the Regents on the condition of the Cabinet.

Mr. Clinton, from the same committee, submitted a statement in regard to the Herbaria of the State collection, which was read and ordered to be entered on the minutes.

The Superintendent of Public Instruction, in behalf of the Executive Committee of the State Normal School, submitted their Annual Report for the year 1866, which was read and ordered to be communicated to the Legislature.

The standing committee on the Annual Report, submitted a draft, which was read, and having been considered and amended, was recommitted with power to perfect and transmit the same to the Legislature.

The following resolutions were adopted:

Resolved, That the Legislature be respectfully requested to amend section four of the act, chapter 471 of the Laws of 1855, so that copies of and extracts from all records, books, papers, documents, files and manuscripts in the possession or custody of the Regents, as such, or as Trustees of the State Library or otherwise, duly authenticated, may be used and read in evidence in all courts and places in this State, with the same force and effect as the originals might be, if produced.

Resolved, That this Board recommend to the Legislature, that the law in regard to the distribution of public money among the academies, be amended so as to authorize the Regents to apportion the same on the basis of average daily attendance.

The draft of an ordinance prepared by the committee on incorporations, pursuant to the instructions of the

Board and the request of the Trustees of the Union College, amending the charter of said college so that the president shall hereafter hold his office at the will and pleasure of the board of trustees, was adopted.

Reports on the visitation of colleges and academies during the past year, were submitted by various members of the board and placed on file.

A blank copy of the certificate of academic scholarship, recently prepared under the direction of the Chancellor and the Secretary, was submitted and approved by the board.

April 9.

An application for the incorporation of the Deposit Academy, in the village of Deposit, Broome county, was received and granted.

An application for an amendment of the charter of the DeRuyter Institute, in respect to the mode of appointment and the tenure of office of its board of trustees, to the end that certain endowment and other funds may be secured, was received, and an ordinance for carrying the amendment asked for into effect was ordered to be issued.

On the nomination of the State Medical Society, the honorary degree of Doctor of Medicine was conferred on John Van Ness, M. D., of Brooklyn.

An application from Dr. A. Heermance Smith, U. S. A., for a duplicate copy of his diploma, originally conferred upon him as a graduate of the College of Physicians and Surgeons, on the 14th of October, 1858, and since accidentally lost, was received and granted.

A report from the trustees of the New York College of Dentistry, incorporated by the Legislature, March 31, 1865, was received and read; also, an application from the said trustees asking that the degree of Doctor of Den-

tal Surgery, and the honorary degree of Fellow of the College of Dentistry, may be conferred upon certain persons named therein.

Under the authority of the fifth section of Chap. 264 of the Laws of 1865, the Regents consented that the degree of Doctor of Dental Surgery be conferred upon the persons recommended, the same being graduates of the session of 1866 and 1867. The Regents further declared, that, in their opinion, they have no power under the statute to confer the honorary degree of Fellow of the College of Dentistry.

An application from Hon. Platt Potter, the Librarian and one of the trustees of the Law Library of the Fourth Judicial District, established at Schenectady, under the provisions of Chapter 882, of the Laws of 1866, asking for certain duplicate volumes from the State Library for the use of said Law Library, was received and referred to the standing committee on the State Library, with power.

The standing committee on the distribution of the Literature Fund, to whom an application from the trustees of the Jefferson County Institute for relief had been referred with power, reported that in their opinion the relief asked for could not properly be granted.

Sundry resolutions adopted by the University Convocation, at its anniversary held in August, 1866, recommending certain measures for the action of the Board of Regents, were referred to the Chancellor and the Secretary, with power.

The standing committee on the State Cabinet was authorized to perfect the Annual Report of the Regents on the condition of the Cabinet, and to transmit the same to the Legislature.

August 6, 1867.

The academical department of the Union Free School of the village of Sherburne, in the county of Chenango, was received under the visitation of the Board.

August 8.

On the recommendation of the standing committee on the instruction of common school teachers, certain academies were appointed to instruct teachers' classes during the academic year 1867-8.

This session, and that of the 6th inst., were held at the time of the University Convocation, whose fourth anniversary occurred on the 6th, 7th and 8th instant.

September 3.

The following minute in regard to the recent anniversary of the University Convocation, was ordered to be entered on the records of this meeting of the Board:

The fourth anniversary of the University Convocation of the State of New York, was held at the lecture room of the State Agricultural Society, in the city of Albany (the Assembly Chamber of the Capitol being occupied by the Convention for revising the Constitution), on the 6th, 7th and 8th days of August, 1867. The sessions were attended by one hundred and twenty-five representatives of sixty academies and nineteen colleges of this State, and three colleges of other States,—this being a larger attendance, and from a greater number of institutions, than has been present at any former anniversary. The proceedings were of great interest, and will, it is believed, have an important bearing upon the cause of education, and prepare the way for still larger and more useful meetings of the Convocation during subsequent years.

The Chancellor stated that the Legislatures of this State and Pennsylvania have made joint provision for renewing and replacing the monument on the shore of Lake Erie, which, at that point, marks the boundary line between the two States, the execution of which, on the part of this

State, has been entrusted to the Regents, and, on the part of Pennsylvania, to the Surveyor-General of that State.

The Chancellor also laid before the board a copy of a special report communicated to the Legislature by the officers of this Board, on the 18th day of April last, in regard to the preparation of a general historical sketch of the several boundary lines of the State (see Senate document No. 18), which was approved by the board; also, a certified copy of a resolution adopted by the Senate on the 19th of April, 1867, authorizing an examination into the condition of the various monuments which mark the several boundaries of the State, and to procure and put in form such historical information in regard to said boundaries as they may deem proper, under certain limitations as to expense.

The Chancellor, Mr. Perkins and Mr. Johnson, were appointed a committee to carry out the purpose of the Legislature in regard to the monument on Lake Erie, and that of the Senate, in reference to other monuments and the proposed historical sketch.

In view of the fact that sundry petitions have been presented to the Convention for revising the Constitution of the State, now in session in this city, asking that provision be made "whereby the corporation known as the Regents of the University may cease to exist," the board appointed a committee consisting of the Chancellor, Mr. Johnson, Mr. Perkins, Mr. Benedict and Mr. Rankin, to prepare a communication to the Convention, in reply to the allegations contained in the petition referred to. [This communication constitutes Convention document No. 157].

COLLEGES AND ACADEMIES.

The institutions subject to the visitation of the Regents, and which are required to make annual reports in relation to their property and system of instruction and discipline, are,

I. Literary Colleges.

II. Medical Colleges.

III. Academies.

Lists of all the colleges and academies which have been incorporated within the State, by either the Legislature or the Regents, with the location and date of incorporation of each, will be found on pages 261-280 of the Appendix to this report.

Colleges.

Reports for the collegiate year 1866-7 have been received from all the colleges in operation, and are included in the Appendix to this report.

The aggregate number of students in general literature and science, in the several colleges reporting for the collegiate year ending at periods between July and December, 1867, was 2,237, being an increase of 361 from the number reported in 1866.

The number of medical students in attendance for the same year, was 914, being an increase of 125 from the number reported in 1866.

The following table exhibits the comparative condition of the institutions reporting during the last five years :

Collegiate year.	Literary Colleges.	Medical Colleges.	Total.
1862-3	1,306	854	2,260
1863-4	1,527	836	2,363
1864-5	1,494	980	2,474
1865-6	1,876	914	2,790
1866-7	2,237	1,039	3,276

It thus appears that the number of students in the colleges is annually increasing, and the annual reports here-

with submitted show that there is a steady advance in the subjects, means and character of the instruction, and in the standard of scholarship. The students have been stimulated to diligence in their studies by the increasing interest in their success on the part of their teachers; by an earnest competition for prizes and scholarships, which are established in nearly all the colleges; by more rigid examinations as tests of their standing; and, perhaps, most of all, by an improved public sentiment, which looks with positive disfavor upon inefficiency, indolence and consequent deficiency in scholarship in those who have enjoyed the advantages of the highest forms of liberal education.

The pecuniary condition of the colleges is improving principally through individual liberality, in the endowment of professorships and the establishment of free scholarships. A growing disposition among men of wealth to devote their property to the advancement of liberal education is exhibited. Within a few years, two individuals who have accumulated large fortunes by their own industry and sagacity, have each given large funds to found new colleges, while others have set apart liberal funds for specific purposes in existing colleges; and it may be confidently expected that as individual wealth increases, the disposition to devote it to high educational purposes will find larger expression. The Regents cannot but regard this noble liberality with lively interest, and while it is not for them to direct the channels in which it shall flow, they will suggest that gifts may well be made in such a way, and on such conditions, as to awaken talent which might otherwise be undeveloped, and to subject it to the ordeal of an equitable but earnest and even severe competition. These gifts may be made to operate on both acade-

mies and colleges, by advancing to the latter those who have best improved the advantages of the former. Foundations liberally provided in the colleges and awarded on fair and open competition, would raise the standard of scholarship in the academies, stimulate the efforts of teachers, and secure to the colleges young men of a higher order of talent.

The colleges of this country were originally founded on the scholastic system on which those of the old world were based. The influence of scientific discovery and the imperative demands of a more active and enterprising age, have gradually exerted a modifying influence on that system. It is vain to resist demands for changes which grow out of the positive necessities of the age. These demands have been felt and regarded in some of the oldest and best furnished colleges of the country. The prescribed course of study has so far yielded to the pressure of these demands, that the student is permitted to select the studies to which his taste inclines him, or which will better fit him for the probable future of his life. Certain classes of studies are of the highest utility for mental discipline, and must always be insisted on as indispensable. The Mathematics must furnish their exact methods. The Latin and Greek languages must continue to open the treasures of ancient learning. Philosophy in its broadest sense must exercise the logical powers. All these are necessary for discipline and culture; but they do not constitute all of education, nor are they alone disciplinary. Whatever leads to the study of relations, and to logical deductions from them, in mathematics, language, philosophy, science or art, develops the intellect and subjects its powers to discipline.

In accordance with these views, the Regents regard with gratification the larger introduction of scientific instruction

into the colleges of the State. Nearly every college is provided with cabinets of natural history, including geology and mineralogy. Some of these are extensive, and may be regarded as ample for the purposes of illustration. They should be applied, in the hands of able instructors, to introduce young men to a knowledge of nature, and should give them the power in after life of applying their knowledge to the varied purposes of the highest civilization.

By making more distinct the line of division between the studies of the academies and the colleges, and advancing the requirements for admission to college at least one year, time for a more extended course of scientific study would be secured without infringing on the present studies. The academies would thus be elevated in character, and the colleges brought into more positive harmony with the demands of the age.

COLLEGIATE EDUCATION FOR WOMEN.

The following colleges of the State are exclusively devoted to the education of women:

Elmira Female College.

Ingham University.

Vassar College.

Rutger's Female College.

New York Medical College and Hospital
for Women.

In the Alfred University and the Genesee College, young woman, equally with young men, are admitted to the several classes, and, after having completed the established courses of study, to the honors of these institutions.

The New York Medical College and Hospital for Women has been in operation several years, and professes to provide a full course of medical instruction.

By an act of the Legislature of 1867, the Rutger's Female Institute, in New York city, was changed to the Rutger's Female College. The report of the Vassar College exhibits a liberality of provision for instruction in nearly every department of education which the Regents believe is unequalled by any other institution for women, of any country. The liberal provision made for female education is a feature of American society. New York is not behind any other state, and is far in advance of any country of Europe.

An arranged and perfected system of female education, even in the established and endowed colleges, is not yet satisfactorily formed. The duties of life for which young women are to be prepared in these institutions differ so greatly from those which devolve on young men, that many subjects of education are specially appropriate to them. The degrees conferred by the older colleges, and the diplomas given, seem inappropriate to these. The whole subject is receiving the careful consideration of the faculties, and it is expected that a satisfactory result will be reached.

ACADEMIES.

The establishment of academies is co-existent with the constitutional government of the State. The following is an extract from a report made to this Board on the 16th day of February, 1787, by a special committee consisting of the Mayor of the city of New York (Mr. Duane), Mr. Jay, Dr. Rogers, Dr. Mason, Dr. Livingston, Gen. Clarkson, Mr. Gros and Mr. Hamilton, "to take into consideration the present state of the University:"

"Your committee are of opinion that liberal protection and encouragement ought to be given to academies for the instruction of youth in the languages and useful knowledge. These academies, though under the grade of colleges, are highly beneficial; but

owing their establishment to private benevolencies, labor under disadvantages which ought to be removed. Their property can only be effectually preserved and secured by vesting them in incorporated trustees. This act of justice to the benefactors, and to the county town wherein any such institution may have taken place, by fixing a permanent superintendence, would greatly contribute to the introduction of able teachers and the preservation of the morals of the students, as well as their progress in learning. Your committee also conceive that privileges may be granted to such academies which will render them more respectable, and be a strong incitement to emulation and diligence both in the teachers and scholars."

These views were adopted by the Legislature of 1787, and under the beneficent provisions of the act of that year, with but slight modifications in the revisions of the statutes to the present time, a system of academies has grown up, the magnitude and character of which its authors little anticipated. They literally "built better than they knew." More than two hundred academies, now in successful operation, crown this system. Three millions of dollars, contributed by voluntary private munificence, encouraged by small public appropriations, form their pecuniary basis, and furnish in buildings, libraries and apparatus, the conveniences and instruments of instruction. Thousands of young men and women who have in them received a higher intellectual training than the common schools in their nature can furnish, have been prepared for the active duties of life, or for a wider course of liberal culture in the colleges.

The course of study pursued in the academies has gradually extended until it now embraces a wide range. This is exhibited in the abstract of the reports herewith submitted. It includes the study of our own language in its grammatical forms and sentential structure, Rhetoric, Logic, Intellectual and Moral Philosophy, Mathematics,

both pure and applied, Physics, the Natural Sciences, and the Latin, Greek and French languages. Though these subjects are voluntary with the scholar, and he is permitted to exercise an almost unrestrained freedom of choice, many pursue them all, while others select those to which their peculiar taste prompts them, or which the expected employments of life seem to them to demand. Young men have often thus been brought from the humblest positions in life to commence their studies without any design or expectation of making them exclusive; but as their intellects have been developed, and their desire for knowledge strengthened, they have successfully grappled with difficulties, every new struggle giving them additional power, until the highest means of education have been reached, and they have gone forth into the world to grace the most honorable and responsible positions in society.

Many academies have established what they denominate a graduating course of study, and confer certificates or diplomas on those who complete it. These diplomas, and the conditions on which they are granted, are not uniform, nor do they confer any rights or privileges. It is believed that they would be more highly prized and earnestly sought for, if issued by authority and on uniform tests; nor does there seem to be any good reason why those who have been educated at the academies should not, equally with the graduates of the colleges, receive appropriate and honorable testimonials. The Regents have under consideration the establishment of a uniform course of academic study, of examinations to test the attainments of scholars, and of suitable certificates of honor to be granted to those who prove themselves worthy of them.

A committee of the University Convocation has this matter under consideration in reference to young women.

The high rank as scholars, even in the severer studies, which many of them attain, justly entitles them, equally with young men, to some form of honorable recognition.

In the discharge of their duties as visitors of the academies, the Regents have had great gratification in witnessing the earnestness and zeal with which studies are pursued, and the evidences of the influence of intellectual culture on the general bearing of the pupils. They have found the academies in charge of teachers of high character as scholars, of aptness in their profession, of moral worth, of devoted industry and untiring labor. To these high qualities the Regents have great pleasure in bearing their testimony.

The sphere of the teacher is narrow in its daily routine of labor, but wide as life in its influence. Under this influence, in the retirement of the school room, often commences a career which leads in after life to high honor and distinguished usefulness. To such a career have the teachers of the academies introduced many pupils, and they may proudly refer to their own agency in giving the first impulse in this intellectual progress.

ACADEMICAL DEPARTMENTS OF UNION SCHOOLS.

The Union Free School Law passed in 1853, provides for the consolidation in certain cases of two or more school districts into one joint district, and the establishment of a union free school therein, under the direction of a board of education, who are authorized "to establish in the same an academical department, whenever, in their judgments, the same is warranted by the demand for such instruction." This act also provides that whenever there is an academy within such district, the trustees thereof may, by a vote, to be duly attested and filed in the office of the

clerk of the county, declare their offices vacant; and that thereafter the trustees of such union school shall be charged with all the duties of the former trustees, and the said academy shall be regarded as the academical department of such union school.

As this statute does not prescribe a change in the corporate name of the academy to indicate its new relation to the union school, nor any official notice of the change of trustees, the Regents respectfully recommend that provision be made by law for filing in their office an attested copy of the proceedings of the trustees of such academy, declaring their offices vacant as aforesaid.

The number of academical departments of union schools which have reported to Regents during the past year is forty-three,—that of the other academies reporting being one hundred and fifty-five. The relative rank of the union schools and academies, as indicated by this number, and by the distribution of the literature fund, is very nearly the same, these schools being 22 per cent of the whole number reporting, and receiving a like aggregate proportion of the literature fund.

REPORTS OF ACADEMIES.

The whole number of academies subject to the visitation of the Regents, and in operation at the date of this report, is two hundred and twenty-eight.

Reports have been received from one hundred and ninety-eight academies, for the academic year ending at some date between the twentieth of June and the fifteenth of September, 1867, abstracts of which have been compiled and arranged in the Schedules annexed to this report.

CONTENTS OF SCHEDULES.

Schedule No. 1 contains an alphabetical list of all academies which have been incorporated in this State, by

either the Legislature or the Regents, including all academical departments of Union Schools which have been received under visitation, together with the location and date of incorporation of each, and such additional facts as can be conveniently exhibited in the same tabular form, and in a general summary thereof.

No. 2 contains an alphabetical list of all the academies reporting, with their locations respectively, the names of the principal and officers of the board of trustees of each; the number of members and the quorum of each board, and the date of the close of the academic year.

No. 3 exhibits the average attendance in each academy during the several terms of the year and the whole number of different pupils taught during the year; the number, sex and average age of those claimed to be classical scholars, or scholars in the higher branches of English education, as defined by the statute; the number allowed by the Regents as such, and the amount apportioned to each academy from the income of the Literature Fund.

The following table presents a comparative view of the aggregate attendance of pupils during the last three years:

Academic year.	Academies reporting.	Aggregate attendance.	Claimed as classical, &c.,			No. allowed by Regents.
			Males.	Females.	Total.	
1864-5...	202	36,133	9,826	12,172	21,998	20,443
1865-6...	197	36,464	7,135	7,857	14,992	13,140
1866-7...	198	34,851*	5,677	6,219	11,896	10,806

[The reason of the large reduction in the number of of those claimed and allowed during the last two years, will appear under the subsequent head of the " Literature Fund and its Distribution."]

An Appendix to Schedule No. 3 shows the number of pupils who have passed the written preliminary academic

* In a few academies reporting, instruction had been temporarily suspended, and hence no pupils were reported.

examinations held during the past year, under the direction of the Regents, and who have received certificates to that effect.

No. 4 contains tabular statements of the financial condition of the academies reporting, as to their permanent endowments and other funds, and the aggregate indebtedness (if any) of each. The total amount of fixed capital in lots, buildings, libraries, philosophical apparatus and other property set apart for their support, and their aggregate debts during the last three years, were as follows:

Academic year.	Academies reporting.	Fixed capital.	Debts.
1864-5	202	\$3,269,151 00	\$294,704 00
1865-6	197	3,214,537 00	274,567 00
1866-7	198	3,229,040 00	211,648 00

No. 5 contains the general cash account of each academy. The total cash receipts during the year 1866-7, including balances on hand at beginning of year, were \$828,034 31
Total cash paid, including balances due at beginning of year..... 803,720 26

Excess of cash receipts..... \$24,314 05

Nos. 6 and 7, respectively, contain the annual revenue and the expenditure accounts of each academy:

The total revenue for the academic year 1866-7, as shown by schedule No. 6, was \$771,299 00
The total expenditure, as shown by No. 7 \$754,947 00

Excess of revenue \$16,352 00

The total income from tuition fees was..... \$467,649 00
The total expenditure for teachers' salaries..... \$523,121 00

Excess of salaries over tuition fees..... \$55,472 00

The above excess of salaries over receipts for tuition, was supplied from the apportionment of the income of the literature fund, from endowments, and from taxes raised

for the support of union free schools in several cities and villages of the State.

No. 8 contains a statement of the appropriations made for the purchase of books and apparatus, pursuant to the provisions of chapter 140, of the laws of 1834, relative to the application and distribution of the income of the revenues of the literature fund. From this table, it appears that up to the 9th day of January, 1868, inclusive, the sum of \$96,682.92, has been granted by the Regents, an equal amount having been raised by the academies, making a total of \$193,365.84.

The ordinance of the Regents, requiring all academies to which moneys have been granted, to show in their next annual report the full expenditure of the amounts raised and granted, has been strictly enforced.

No. 9 contains a statement of the number of teachers employed in each academy, and the number of those who have expressed an intention to make teaching a profession; also, the number of academic terms, the length of the vacations, and the frequency of exercises in the elementary branches, and in declamation and composition.

The number of teachers reported during the last three years, is as follows:

Academic year.	Academies reporting.	No. of teachers.			No. who intend to make teaching a profession.
		Male.	Female.	Total.	
1864-5	202	479	649	1,128	645
1865-6	197	501	620	1,121	647
1866-7	198	471	610	1,081	621

No. 10 exhibits the prices charged for tuition in the elementary and higher branches of English education and in classical studies; the average price of board per week; the total annual expense of tuition and board; the number of volumes in the academy libraries, and a list of books published by and received from the State.

The total and the average number of volumes in the academy libraries, according to the reports for the last three years, are as follows:

Academic year.	Academies reporting size of library.	Whole number of volumes.	Average No.
1864-5	202	156,748	775
1865-6	197	*144,569	*734
1866-7	190	*132,101	*692

No. 11 exhibits the various subjects of instruction and the text-books used in each academy; also, a summary statement of the number of academies adopting the text-books of individual authors respectively.

No. 12 exhibits the condition of the teachers' classes in the several academies instructing them during the academic year 1866-7, the amount appropriated to each academy as a compensation for such instruction, under the provisions of chapter 410 of the Laws of 1855, and the appointments for the year 1867-8.

VISITATION.

The following colleges and academies have been visited during the year 1867:

By the Chancellor:

Ogdensburgh Educational Institute.

By the Chancellor and the Secretary:

Canandaigua Academy,
Cayuga Lake Academy,
Elmira Female College,
Elmira Free Academy,
Ithaca Academy,
Ontario Female Seminary,
Owego Academy,
Troy Female Seminary,

* These reductions from the preceding year are mainly due to the fact that the large library of the late New York Free Academy, now the College of the City of New York, is not included in the statement for 1865-6, and 1866-7, and that other libraries of several thousand volumes each, are not included in the reports for 1866-7, among which is that of the Albany Female Academy (not reporting), and that of the Rutgers Female Institute (erected into a college).

Troy High School,
Waverly Institute.

By Mr. Perkins and the Secretary :

Antwerp Liberal Literary Institute,
Clinton Grammar School,
Clinton Liberal Institute,
Gouverneur Wesleyan Seminary,
Hungerford Collegiate Institute,
Mexico Academy,
Pulaski Academy,
Union Academy of Belleville,
Utica Academy,
Watertown High School,
Whitestown Seminary.

By Rev. Dr. Luckey :

Hobart College,
Genesee College,
Geneva Medical College,
University of Rochester,
University of Buffalo, Medical Department,
Auburn Academic High School.
Buffalo Central School,
Buffalo Female Academy,
Canandaigua Academy,
Clarence Academy,
East Bloomfield Academy,
Falley Seminary,
Genesee Wesleyan Seminary,
Genesee and Wyoming Seminary,
Geneseo Academy,
Geneva Classical and Union School,
Jordan Academy,
Lyons Union School,
Mount Morris Union School,
Ontario Female Seminary,
Oswego High School,
Penfield Seminary,
Phelps Union and Classical School,
Port Byron Free School and Academy,
Rochester Collegiate Institute,

Rochester Female Academy,
Rochester Free Academy,
Seneca Falls Academy,
Syracuse High School,
Waterloo Union School,
Webster Academy.

By Mr. Johnson :

Brooklyn Collegiate and Polytechnic Institute.

By Rev. Dr. Goodwin :

Alfred University,
Elmira Female College,
Genesee College,
Geneva Medical College,
Hobart College,
Canandaigua Academy,
Corning Free Academy,
Dansville Seminary,
Genesee Valley Seminary,
Genesee Wesleyan Seminary,
Geneseo Academy,
Geneva Classical and Union School,
Ithaca Academy,
Mount Morris Union School,
Ontario Female Seminary,
Phelps Classical and Union School,
Rogersville Union Seminary,
Trumansburgh Academy.

By the Secretary :

St. John's College,
University of the city of New York,
Brooklyn Collegiate and Polytechnic Institute,
Munro Collegiate Institute.

By the Assistant Secretary :

Chamberlain Institute,
Forestville Free Academy,
Fredonia Academy,
Jamestown Union School and Collegiate Inst.
Mayville Academy,
Oneida Conference Seminary,
Westfield Academy.

TEACHERS' CLASSES IN ACADEMIES.

During the academic year 1866-7, instruction was given free of charge to about fourteen hundred and fifty pupils, in the theory and practice of common school teaching, by eighty-four academies appointed by the Regents for this purpose. The number of pupils in any academy for whom such instruction is provided by law may not exceed twenty, and the sum paid by the State for such instruction is limited to ten dollars for each pupil.

The Regents are gratified to find testimony of the merits of these classes in the reports of School Commissioners to the Superintendent of Public Instruction. A cordial co-operation between the commissioners and the principals of academies, contributes greatly to the formation of suitable classes and to the efficiency of the instruction given. The reports of the last year furnish evidence of such co-operation in many cases, and of the value of this agency in providing well qualified teachers for the common schools.

PRELIMINARY ACADEMIC EXAMINATIONS.

The Regents, as early as 1828, being "desirous to establish a more elevated course of instruction in the academies subject to their visitation, by defining with greater certainty the various branches of study which shall entitle the institution in which they are pursued to a distributive share of the income of the literature fund," ordained that no students in any such academy should be considered scholars in the higher branches of English education, until they should, *on examination duly made*, be found to have attained proficiency in the arts of reading and writing, together with a knowledge of certain specified portions of arithmetic, grammar and geography. Since that time, this

"*examination*" has always been required; but the mode of conducting it was not prescribed by the Regents until the passage of an ordinance in 1864, which took effect in 1865. This ordinance provides that,

"At the close of each academic term, a public examination shall be held of all scholars presumed to have completed preliminary studies. This examination shall be conducted in the presence, and under the direction of a committee of at least three persons, to be appointed by the trustees of the academy. A record of the names and ages of all scholars who have successfully passed such examination shall be kept, with the date at which it was held. To each scholar who has sustained such examination, a certificate shall be given in such form as the Regents shall prescribe, to be signed by the committee above referred to, and the principal of the academy, and the possession of such certificate shall entitle the person holding it, to admission into the academic class in any academy subject to the visitation of the Regents, without further examination."

Subsequently to the passage of the ordinance above referred to, and before it went into operation, in accordance with the suggestion of several principals of academies, it was decided to issue sets of printed questions to be used in conducting these examinations; and after the first examination had been held, it was also decided that the examinations should thereafter be held on the same days in all the academies.

During the first year, only a single set of the printed questions was furnished to each academy, and the class undergoing the examination was obliged to depend for a knowledge of the questions proposed, upon the oral dictation of the principal.

The whole number of persons examined during the first year was 20,660, of whom 9,068 received certificates,—less than 44 per cent of those examined having passed in all the prescribed branches.

During the second year, the academies were required to state the number of pupils in each who were to be examined, and they were furnished with an equal number of sets of questions, to be placed in the hands of the pupils during the examination. Those who passed in all or in any of the branches were to be reported to the Regents, and those who passed in all the branches, were to receive certificates from the Regents themselves.

The following is a summary statement of the results of the examinations held during the second year (1866-7):

	Arithmetic.	Geography.	Grammar.	Spelling.
Examined	12,888	12,604	12,939	13,258
Passed	5,807	5,720	5,306	7,290

Whole number of students who passed in all these branches during the year, and who have received certificates from the Regents..... 4,772

The details of the system as at present conducted, are fully exhibited in the circular of instructions, and in the various forms used in conducting the examination, copies of each of which are herewith transmitted as a part of the appendix. See pp. 557-570.

The labor involved in executing this system of examinations, embracing many details and extending to nearly two hundred institutions in all parts of the State, is very great. Should it be found expedient to have the papers of all scholars who are examined transmitted to the Regents' office for review, under their direction, as is strongly urged by many academies, this labor will be largely increased. The beneficial results which have been already realized, and the further improvements in the system which experience will not fail to secure, leave no doubt in the minds of the Regents that the Legislature, in the exercise of a wise liberality, will provide all the means

which may be found necessary to give the greatest efficiency to these examinations.

INCORPORATIONS.

It is many years since the conditions on which academies may be chartered were fixed by the statute. The sum of twenty-five hundred dollars invested in lot, buildings, library and apparatus, is still all that is required to secure an incorporation. If that sum was once sufficient, it is far from being so at the present time. While money has depreciated in value, the scope of education has extended, and the subjects of instruction have multiplied. Larger buildings, combining modern conveniences with somewhat of architectural elegance, are demanded by an improved public taste, and a higher appreciation of the value of the best educational facilities. Sciences which, when the conditions above referred to were established, were scarcely known as subjects of instruction, are now extensively taught, and must be illustrated by the necessary apparatus. The demands of the law are below the standard indicated by the popular sentiment of the day, since it is rare that incorporations are asked for on the minimum sum prescribed. In the judgment of the Regents, at least six thousand dollars in lot and buildings, and one thousand in apparatus and library should be required for all new incorporations.

The tenure of office of trustees, under the present law, is worthy of consideration. In the case of incorporations on a stock basis, those who have contributed to the establishment and endowment of an academy continue to have a voice in the appointment of trustees; but when, as is often the case, an academy is incorporated on a foundation of absolute contributions to its funds, the applicants nomi-

nating only the first trustees, and these having the power of filling all vacancies, constituting what is technically know as a "close corporation," no power to control its affairs remains vested in the original founders or their representatives. Hence it frequently happens that trustees continue to hold their offices long after their personal interest in the academy has ceased, and sometimes, also, after they have failed to perform any duties beyond such as are merely nominal. When those to whom is committed the administration of a public trust like that under consideration, and in which they hold no personal right of property, are not longer able to render positive service to the public, the law itself should provide for declaring the office vacant. This subject the Regents earnestly commend to the consideration of the Legislature.

ENDOWMENTS.

The Regents, in their last annual report, called the attention of the Legislature to this subject. They now repeat the views then expressed :

"With the accumulation of individual wealth in our country, endowments for literary, charitable and benevolent purposes will, it is hoped, largely increase; and there is good reason to believe that this will more especially be the case if proper provision can be made for the security of the funds or capital constituting the endowment. The risk and losses which almost necessarily attend investments made for these purposes under the most favorable circumstances, deter many persons from acts of liberality and benevolence, which they would gladly perform were they sure that their gifts would be properly cared for and protected. To meet this difficulty, and to give the highest assurance of safety in a matter of such great public interest, the Regents respectfully recommend the passage of a law authorizing the amount of any proposed endowment to be deposited, under the direction of the Comptroller, in the State Treasury, and that the State allow interest thereon at a liberal rate, to be applied to the purposes

designated by the donor of the fund. It is believed that such a statute, carefully framed, would be most beneficent in its operation.

“The Regents are led to make these remarks from the fact that several cases have recently come to their knowledge, in which parties wishing to set aside funds for educational purposes have been at a loss to know how to secure their permanent application to the object in view.”

There is a clear indication of a disposition on the part of individuals of wealth, to devote it to the cause of education. It has been the policy of the State to encourage such benefactions. Its wisdom has been proved in the experience of the past, and that experience invites to more liberal encouragement in the future. When the State shall receive such endowments, and give its pledge for their security, it will remove the objection that when a gift is made to a great public object, reaching far into the future, there is uncertainty as to its safety and future application to the purpose for which it is made.

In his recent annual message to the Legislature, his Excellency the Governor calls attention to this subject, and suggests that “while the State provides free instruction for all in the elements of knowledge, it may properly encourage individual liberality, by providing whatever is needed in legislation for the protection of gifts and bequests to colleges and academies incorporated by the State, and subject to its general supervision.”

As further evidence of a growing public sentiment, and of an earnest call for additional legislation, the Regents respectfully refer to the action of the University Convocation, held in August, 1867, as embodied in the following resolution :

“*Resolved*, That the University Convocation respectfully recommend to the Convention, now in session, and to the State Legis-

lature, to adopt some safe system by which the State will accept, as trustee, donations which may be made for the benefit of public education in particular educational institutions, the State to retain the fund and pay the income thereof, according to the terms of the trust, forever."

All of which is respectfully submitted.

By order of the Regents,

JOHN V. L. PRUYN,

Chancellor of the University.

S. B. WOOLWORTH, *Secretary.*

ACCOUNT CURRENT.

REGENTS OF THE UNIVERSITY FOR CONTINGENT EXPENSES, 1866-7.

Dr.

To balance from last account.....	\$399 36	
To appropriation for 1866-7	2,000 00	
To balance of account (overdrawn).....	360 80	
	<hr/>	\$2,760 16

Cr.

By postage.....	\$363 21	
By expressage	77 85	
By printing	1,164 23	
By visitation and meetings.....	600 14	
By stationery.....	263 11	
By clerk hire and messenger.....	283 10	
By contingents.....	8 52	
	<hr/>	\$2,760 16

[Vouchers 1-98.]

I have examined the preceding account, and the vouchers in support thereof, and find the same to be correct.

ALEXANDER S. JOHNSON.

ALBANY, *March* 3, 1868.

DOCUMENTS

ACCOMPANYING THE ANNUAL REPORT OF THE REGENTS OF THE UNIVERSITY.

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I. ANNUAL REPORTS OF COLLEGES.

LITERARY COLLEGES.

1. COLUMBIA COLLEGE, NEW YORK CITY.

To the Regents of the University of the State of New York :

The trustees of Columbia College respectfully submit their annual report for the academic year ending June, 26th, 1867, and for the financial year ending September 30th, 1867.

1. Number and Description of Professorships.

In the faculty of Arts the following professorships existed during the year : 1. Evidences of Natural and Revealed Religion. 2. The Greek Language and Literature. 3. The Latin Language and Literature. 4. The German Language and Literature. 5. Chemistry. 6. Mathematics and Astronomy. 7. Philosophy and English Literature. 8. Mechanics and Physics. An adjunct professorship was attached to the department of mathematics, and tutorships to the classical and the English departments.

In the School of Mines, there were eight professorships, viz : 1. Mineralogy and Metallurgy. 2. Mining Engineering. 3. Analytical and Applied Chemistry. 4. General Chemistry. 5. Mechanics and Mining Surveying. 6. Mathematics. 7. Physics. 8. Geology and Palæontology. There are also in this school several assistants in the different departments, and a lecturer on Botany.

In the School of Law, the professorships remained the same in numbers as in previous years. They were : 1. Municipal Law. 2. Constitutional History and Public Law. 3. Ethics of Jurisprudence. 4. Medical Jurisprudence.

The School of Medicine, having an independent Board of Trustees, makes a separate report.

[Senate, No. 49.]

.. Trustees, Faculty, and other College Officers.

TRUSTEES.

Hamilton Fish, LL.D., Chairman of the Board, 134 East 17th street.

Gardiner Spring, S.T.D., LL.D., 13 West 37th street.

Samuel B. Ruggles, LL.D., 24 Union square.

William Betts, LL.D., Clerk, 122 East 30th street.

Benjamin I. Haight, S.T.D., 56 West 26th street.

Edward Jones, 75 Fifth avenue.

Robert Ray, 221 West 28th street.

Gouverneur M. Ogden, Treasurer, 187 Fulton, house 84 West 11th street.

Charles King, LL.D., New York.

Henry J. Anderson, M.D., LL.D., 53 West 36th street.

Edward L. Beadle, M.D., Poughkeepsie.

George T. Strong, 74 East 21st street.

Mancius S. Hutton, S.T.D., 115 Ninth street.

Alexander W. Bradford, LL.D., office 6 Wall street.

Horatio Potter, S.T.D., LL.D., D.C.L., 38th East 22d street.

Martin Zborowski, Morrisania.

John Torrey, M.D., LL.D., Columbia College.

Lewis M. Rutherford, 175 Second avenue.

Thomas De Witt, S.T.D., 123 Ninth street.

John Jacob Astor, Jr., 310 Fifth avenue.

John C. Jay, M.D., Rye.

William C. Schermerhorn, 49 West 23d street.

Morgan Dix, S.T.D., 50 Varick street.

Frederick A. P. Barnard, S.T.D., LL.D., Columbia College.

FACULTY OF ARTS.

The Rev. Frederick A. P. Barnard, S.T.D., LL.D., President.

The Rev. John McVickar, S.T.D., Emeritus-Professor of the Evidences of Natural and Revealed Religion.

Henry J. Anderson, M.D., LL.D., Emeritus-Professor of Mathematics and Astronomy.

Charles Anthon, LL.D., Jay-Professor of the Greek Language and Literature.

Henry Drisler, LL.D., Professor of the Latin Language and Literature.

The Rev. Henry I. Schmidt, S.T.D., Gebhard-Professor of the German Language and Literature.

Charles A. Joy, Ph.D., Professor of Chemistry.

Charles Davies, LL.D., Emeritus-Professor of the Higher Mathematics.

William G. Peck, LL.D., Professor of Mathematics and Astronomy.

Charles Murray Nairne, L.H.D., Professor of Philosophy and English Literature.

John H. Van Amringe, A.M., Adjunct Professor of Mathematics.

Ogden N. Rood, A.M., Professor of Mechanics and Physics.

Duane S. Everson, A.B., Tutor in Latin and Greek.

Eugene Lawrence, A.M., Tutor in Rhetoric and History.

The other officers of the College were :

The Rev. Cornelius R. Duffie, S.T.D., Chaplain.

The Rev. Beverly R. Betts, A.M., Librarian.

Stephen R. Weeks, Assistant Librarian and Janitor.

William H. Walter, Mus. D., Organist of the Chapel.

SCHOOL OF MINES.

The Rev. Frederick A. P. Barnard, S.T.D., LL.D., President.

Thos Egleston, Jr., A.M., Professor of Mining and Metallurgy.

Francis L. Vinton, E.M., Professor of Mining Engineering.

Charles F. Chandler, Ph.D., Professor of Analytical and Applied Chemistry.

Charles A. Joy, Ph.D., Professor of General Chemistry.

William G. Peck, LL.D., Professor of Mechanics and Mining Engineering.

John H. Van Amringe, A.M., Professor of Mathematics.

Ogden N. Rood, A.M., Professor of Physics.

John S. Newberry, M.D., LL.D., Professor of Geology and Palæontology.

John Torrey, M.D., LL.D., Lecturer on Botany.

SCHOOL OF LAW.

The Rev. Frederick A. P. Barnard, S.T.D., LL.D., President.

Theodore W. Dwight, LL.D., Warden of the Law School and Professor of Municipal Law.

Francis Lieber, LL.D., Professor of Constitutional History and Public Law.

Charles Murray Nairne, L.H.D., Professor of the Ethics of Jurisprudence.

John Ordonaux, LL.D., M.D., Professor of Medical Jurisprudence.

3. *Number of Students.*

Undergraduates	14
Students of the School of Mines	11
Law Students	10
Medical Students	34
Total	70

4. *Classification of Students.*

UNDERGRADUATES.

Seniors	4
Juniors	4
Sophomores	4
Freshmen	4
Total	16

STUDENTS OF THE SCHOOL OF MINES.

Graduating Class	1
Third Year Students	1
Second Year Students	1
First Year Students	1
Special Students	1
Total	5

LAW STUDENTS.

Seniors	1
Juniors	1
Total	2

MEDICAL STUDENTS.

(No classification)	34
Total	70

5. *College Terms.*

There are two college terms or sessions. The first term commences on the first Monday in October, and ends about the middle of February. The second term follows the first without an intervening vacation, and closes on the last Wednesday in June.

6. *Course of Study.*

The course of study has been substantially the same as that of last year, with the exception that owing to the absence of the President, and absence or illness of two of the professors, the studies in the Evidences, in Greek, and in Astronomy have not been pursued to the same extent as heretofore.

The Senior Class attended a course of lectures by the President on Natural Theology during the first session; the second part of the course on the Evidences of Revealed Religion was omitted this year, in consequence of the absence of the President in Europe. The arguments of various writers for the existence of a God were presented and critically discussed, and then the objections were taken up and examined. The students were required to take notes of each lecture, and to present the substance of it the next week in the form of a thesis, worked out according to the ability of each student.

In the department of Greek, the same class have attended a course of lectures on Greek Literature.

In the department of Latin, they have attended lectures upon Roman Literature, and have read part of the first book of Cicero *de Natura Deorum*.

In the department of Chemistry and Geology, they have received instruction during the first session in Inorganic Chemistry; and during the second session in Organic Chemistry and Geology. The method of instruction has been generally by lecture, illustrated by experiment, Wells' Chemistry and Wells' Geology being used as books of reference.

A portion of the class pursued a course of Differential and Integral Calculus, under the instruction of the Professor of Mathematics and Astronomy, attending lectures or recitations twice a week during the second session. This course is voluntary. Those who take it are exempt from attendance during the same time in the classical departments. The Professor of Astronomy has also given lectures to the entire class twice a week throughout the year, until the first week in May, on Astronomy, Descriptive and Practical, alternated with recitations from Loomis' treatise on the subject.

In the department of Philosophy and English Literature, the class have been conducted through a full course of Psychology, including the Philosophy of the Intellect, the Feelings and the

Will. They have also recited two hundred pages of Wayland's Political Economy.

In the department of Physics, they have been occupied three hours weekly, during the first session upon the subject of Optics and during the second session upon the subject of Sound. The physical course is fully illustrated by experiment, instruction being given mainly by lecture with intervening recitations. The treatise of Professor Silliman has been used as a text-book.

The Junior Class have read in Greek, selections from the "Electra," "Ajax," and "Cedipus Rex" of Sophocles. They have practised also Greek composition weekly in the lecture room.

In Latin, the same class have read select satires of Juvenal, and the greater part of the first book of Cicero de Officiis. They have likewise occasionally been exercised in Latin Prose Composition.

In the department of Chemistry, the class have attended twice a week during the second session, and have been instructed in inorganic Chemistry as far as the subject of metals, by lecture with experimental illustrations, and by recitations with Wells' Chemistry for a text-book.

In Mechanics, the class have been instructed three hours a week by the Professor of Mathematics and Astronomy. The text-book used has been Peck's Mechanics.

In the department of Philosophy and English Literature, the class have completed a full course of Aristotelian Logic, together with an outline of the New Analytic; have studied the history of French Literature in Botta's Hand-book; and have reviewed aesthetically one book of Milton's Paradise Lost. They have likewise delivered original declamations monthly, which have been subsequently criticised by the professor in the presence of the class.

In the department of Physics, instruction was given to the class during the first session upon the subject of Heat, and during the second upon Electricity. The class attended the professor three hours weekly during the first session, and four hours weekly during the second.

The Sophomore Class, in the department of Greek, have read the "Prometheus Vincetus" of Æschylus, and the "Crito," and part of the "Apology" of Plato. They have practised also Greek Composition in the lecture room.

In the department of Latin, the class have read selected Satires of Horace, and the most interesting of the letters of Pliny the Younger. They have also been exercised in Latin Prosody, and, to some extent, in Latin Prose Composition.

In Roman History, they have studied Willson's Outlines, from the foundation of Rome (with geographical instruction) to the downfall of the Western Empire. In Grecian Antiquities, they have read one hundred and thirty-six pages in Bojesen's Manual, portions of the least important matter being omitted.

In Mathematics, the class have attended the adjunct professor four times a week during the first session, and have accomplished the study of the last three books of Legendre's Geometry, together with the whole of the plain trigonometry contained in Davies' Legendre. During the second session they attended the professor three times a week, and completed Davies' Analytical Trigonometry, and Davies' Analytical Geometry, and were instructed by lecture in Surveying.

In the department of History, Philosophy and English Literature, the class have studied during the year in addition to the specifications in Ancient History above given, the history of the middle ages and modern history down to the eighteenth century. They have also studied the philosophy of history. Willson's Outlines has been used as a text-book. The class have also prepared compositions each month upon historical and general subjects, and have been instructed monthly in declamation.

The Freshmen Class have read, in Greek, the whole of the first book and selections from the fifth and ninth books of the Odyssey. They have also read selections from the sixth and ninth books of Herodotus. They have likewise been exercised in the writing of Greek verbs.

In Latin, they have read selected odes from the first three books of the Odes of Horace, and have completed the "De Senectute" of Cicero. They have also studied and reviewed the Latin Prosody entire, and Arnold's Latin Prose Composition as far as the passive voice.

In Mathematics, the class were instructed during the first session by the adjunct Professor, taking Davies' University Algebra as a text-book, which they completed up to its twelfth book. During the second session they accomplished, under the same instructor, the first six books of Davies' Legendre.

In the English Department, the class have studied the history and peculiar traits of the English language, and the rules of composition both of prose and poetry. Compositions have been received monthly from each member of the class, and these have

generally been criticised and corrected in the presence of the class. Declamation has been equally frequent. The text-book employed has been Quackenbos' Rhetoric. In Ancient History, the class have attended more particularly to the History of Greece, from the earliest period to the final subjugation of Greece by the Romans, together with a brief account of the Grecian colonies and some contemporary history. Willson's Outlines has been used as a text-book. In Roman Antiquities, instruction has been given from Anthon's Manual, beginning with Chapter I, "The City," and taking Chapter II, "Division of the Roman People;" and from page 215 to page 312, "Games, Amusements, and Customs of the Romans."

INSTRUCTION IN GERMAN.

The attendance of students on the instruction of the professor of German is voluntary. The number of volunteers is rarely great, and the classes cannot always conveniently be kept parallel with the regular classes in College.

The Senior Class in German have written the exercises contained in Eichhorn's Practical German Grammar, and have read a considerable portion of Schiller's "Thirty Year's War."

The Junior Class have written exercises contained in Ahn's "Method," and have read a part of Schiller's "Geisterseher."

The Freshman Class have studied the "synthetical part" of Ahn's "Method," and have translated a little.

7. *Exercises.*

The foregoing statements, regarding the course of instruction, give substantially an account of the ordinary scholastic exercises.

8. *Examinations.*

There are two examinations each year, to which the public are invited, one at the end of each session. Each of these occupies four or five hours daily for ten or twelve days.

9. *Modes of Instruction.*

Instruction is given by lecture in the Evidences of Religion, History, Political Science, Philosophy, the Higher Mathematics, the different branches of Experimental Science, and other subjects. These, however, are usually alternated and intermingled with recitations from text-books, oral and written translations in the

languages, with examinations upon Syntax and Prosody, and, in the Mathematics, with demonstrations and analytical operations upon the blackboard.

10. *Discipline.*

The discipline of the College is committed principally to the President. The Board of the College meets weekly, when written reports of attendance, behavior, and any irregularity or deficiency which may have been observed, are made by the officers. These reports are made by the President the subject of such action as may seem to him most expedient. Private admonition is usually found sufficient. Any cases of more serious offense or impropriety are referred to the Board, who listen to the student's explanations and afterward render their decision, which is entered on the minutes of the Board, and immediately communicated to the student, and to his parents.

11. *Gratuitous Instruction.*

The number of students receiving gratuitous instruction during the college year ending June 26, 1867, was eighteen.

12. *Charges for Tuition, and By-Laws.*

The charges for tuition was \$100 per annum. The by-laws were unchanged.

13. *Description and Value of College Property.*

The grounds occupied by the college buildings now consist of thirty-two lots on the Fourth and Madison avenues, and 49th and 50th streets, being in length, on each of said avenues, two hundred feet and ten inches, and on each of said streets four hundred feet.

Value of college buildings and grounds appurtenant thereto—valued by the Trustees at about.....	\$200,000
The number of volumes in the College library proper is about 15,000, exclusive of pamphlets, of which there are about 2,500. This library is estimated to be of the value of.....	31,000
In the law library, deposited in a building in Lafayette Place, which is used for the Law School of Columbia College, there are about 3,600 volumes, estimated to be in the aggregate of the value of.....	6,500
The library of the School of Mines consists of about 1,500 volumes, valued at.....	4,000

The Botanic library consists of about 800 volumes, valued at.....	\$2,500
The Chemical and Philosophical apparatus and cabinets, exclusive of the Herbarium, and of the collections and apparatus belonging to the School of Mines, are estimated to be of the value of	14,500
To which are to be added the Herbarium, valued at..	6,000
And the apparatus, collections, fixtures and furniture of the School of Mines, valued at.....	67,000
Total amount invested as above for purposes of instruction	<u>\$381,500</u>

14. *Description and Value of other College Property.*

1. REAL ESTATE—The College owns lots of land on College Place, Park Place, Murray, Barclay, Robinson and Greenwich streets in the city of New York. This property is subject to long leases; the rents reserved by which are in most cases disproportionate to the present value of the land. The value of this estate cannot, therefore, be stated with precision. It now yields a net income of 5 per cent. on a capital of about.....\$1,076,681 80

The College also holds about 247 lots of land in the city of New York, lying between the Fifth and Sixth avenues, 24 of them being on the Fifth avenue, and the residue in 47th, 48th, 49th, 50th and 51st streets. The value of this property, as nearly as can be ascertained, as estimated for the purposes of taxation by the sworn assessors of the city, is about 1,250,000 00

2. PERSONAL PROPERTY—The College holds registered bonds of the United States for \$5,000, and the balance in bank at the end of the financial year, \$4,840.96; together amounting to 9,840 96

Showing the total of the estimated value of the property which can be applied to the general purposes of the College, to be.....\$2,336,521 80

The Gebhard fund is applicable only to the support of a professorship of the German language, and is adequately secured by investments, \$11,000 in registered bonds of the United States, and \$9,000 in a loan to that amount to the college, upon

which the interest is regularly credited to the fund quarterly. This fund is invested in the manner and applied to the purpose intended by the donor. Its amount is..... \$20,000 00

Total estimated value of the property of the college other than so much thereof as is above included under head 13 \$2,356,521 80

15. *Revenue.*

1. Amount charged for tuition :

Fees of undergraduates	\$11,668 50	
Fees of Law students.....	15,785 00	
Fees of students in School of Mines	17,524 75	
Fees for diplomas in the College ...	275 00	
Fees for diplomas in the Law School	380 00	
		<u>\$45,633 25</u>

2. Amount charged for room rent of students, use of library, etc., during the year, which has been collected, or is considered collectable..... None.

3. Interest or income of the permanent funds of the college, accrued during the said year, which has been collected, or is considered collectable. The interest derived from the personal funds of the college other than the Gebhard fund, and from the temporary investment of parts of the revenue, was 401 69

4. Income from other sources :

Rents collected.....	\$104,644 32	
Rents for the year in arrears, deemed collectable	971 00	
Interest on rents	79 81	
		<u>105,695 13</u>

Total revenue from the above sources..... \$151,730 07

16. *Debts.*

The total amount of debt contracted by the trustees and remaining unpaid at the close of the collegiate year is \$45,240, showing a decrease since the last report of \$5,000.

17. *Income and Expenditures.*

The whole income of the college, collected and collectable, as given above, under the head of revenue, was..... \$151,730 07

The whole expenditures applicable to said income paid or payable for said year, are as follows :

Salaries	\$55,283 46	
Appropriations for the departments of instruction in the college	2,374 35	
College library	709 70	
College societies	209 00	
Commencement	500 00	
Printing and advertising	1,014 85	
Supplies	3,405 38	
Prizes	100 00	
Repairs	2,316 91	
Annuities	500 00	
Furniture for the President's house	12 00	
On account of appropriation for portraits of Emeritus-Professors	32 00	
Contingent expenses	528 96	
Insurance	1,634 93	
Law School, including Law Library	19,277 64	
School of Mines (exclusive of cost of new building, fixtures and outfit)	35,160 03	
Expenses of Treasurer's and Clerk's offices	257 70	
Expenses of Real estate	437 35	
Taxes	12,703 98	
Interest payable	2,903 45	
	<hr/>	\$139,361 69
Showing an excess of income over expenditure, of ..		<hr/> <hr/> \$12,368 38

SCHOOL OF MINES.

This school commenced operations November 15, 1864. Its object is to furnish the student the means of acquiring a thorough scientific and practical knowledge of those branches of science which relate to mining and the working up of the mineral resources of this country, and to supply to those engaged in mining and metallurgical operations, persons competent to take charge of new or old works, and conduct them on thoroughly scientific principles.

The method of instruction is by lectures given by the corps of professors; practice in the chemical and metallurgical laboratories;

proposals and drawings for practice for the establishment of metallurgical works and for mining.

Instruction is given in the following subjects: Inorganic Chemistry, Organic Chemistry, Analytical Chemistry, Assaying, Mineralogy, Geology, Botany, Palæontology, Mathematics, Mechanics, Metallurgy, Machines, Mining, Physics, Machine Drawing, Descriptive Geometry. The course of instruction will continue through three years, of two terms each, commencing and closing with the terms of the academic year.

Expenses.

Candidates for a degree are charged \$200 per annum for instruction. Those who devote their whole time to Chemistry and Assaying are charged \$200 per annum for instruction and the use of the library.

Students attending a special course are charged from fifteen to thirty dollars for each subject pursued, except for Analysis or Assaying, the fee for instruction, in each of these branches, being one hundred dollars.

The fees are payable one-half in advance, and one-half on the 1st of February.

Degrees.

Students completing the regular course receive the degree of Mining Engineer. The degrees of Bachelor of Philosophy and Doctor of Philosophy, are also conferred on evidence of proficiency in certain prescribed courses of study.

LAW SCHOOL.

1. *Course of Instruction.* The regular and systematic instruction of the students upon the various topics of legal science is under the control of Professor Dwight. The plan of instruction combines the study of selected text-books with lectures. The student is expected to prepare himself each day upon a topic assigned by the Professor. He is then examined on the subject studied. Having grappled with some of its difficulties, he is prepared for the full oral exposition which accompanies an examination. He is encouraged at the same time to ask questions upon any difficulties which may have suggested themselves to him. Written lectures are also given in which the principles of law are succinctly stated, and leading authorities are cited for further information.

Experience has proved the value of this system. The mind of the student having been actively engaged in study, his attention is aroused, and he is prepared to pursue with eagerness such avenues of legal knowledge as may be open to him. It is believed that most of the young men who commence the study of law in this country need the discipline and training which a thorough and systematic course of drill and daily examination may furnish them. The instruction in the other departments consists mainly in lectures with references to approved text-books and authorities.

2. *Courses of Lectures.* Courses of lectures are delivered by Professor Dwight upon Constitutional Law, Criminal Law, and as supplementary to the regular course of instruction, upon the various topics of Municipal Law. Professor Lieber delivers courses of lectures upon the State, embracing the origin, development, objects, and history of political society, on the Laws and Usages of War, on the History of Political Literature, on Political Ethics, on Punishment, including statistics &c., &c. Professor Nairne delivers a course of lectures upon the Ethics of Jurisprudence. Professor Ordronaux gives a course of lectures on Medical Jurisprudence. Occasional lectures are also delivered by prominent members of the New York bar. By the courtesy of the Faculty of the Medical Department, the law students may attend any or all of the courses of medical lectures free of charge.

3. *Moot Courts.* Two moot courts are held every week, at each of which a case, previously assigned, is argued by six students elected from the two classes. The counsel respectively prepare written points in the ordinary manner, supporting their position by citing legal authorities. The court consists of the presiding Professor and the members of the Senior class who had acted as counsel in the case previously argued. The associate judges deliver written opinions one week after the argument, and the case is concluded by an opinion given by the Professor.

4. *Annual Term and Hours of Attendance.* The term commences on the first Wednesday in October, and continues until May 13th. The course of study embraces two years. The first year is given to general commentaries upon Municipal Law, the Law of Contracts and Real Estate. The second year is devoted to Equity Jurisprudence, Commercial and Admiralty Law, Evidence, Pleading, Practice, and a review of the studies of the entire course. Particular attention is given to the Law of Real Estate.

The hours of attendance in the department of Municipal Law are

at 9½ A. M., 11 A. M., 3 and 4½ P. M. The other lectures do not exceed three per week, and the hours are announced as occasion may require.

5. *Library*.—The library contains a complete series of the reports and statutes of the United States, and of the reports of the State of New York, with the most valuable of those of the other States; a full series of the English Common Law Reports from the Year Books to the present time, and standard treatises on English and American Law. It also includes many valuable treatises on the Civil Law. It is open for the use of the student during the term, from 9 A. M. to 10 P. M. The students of the Law School also have access to the Astor Library, which contains a very extensive series of English and American Reports, with other valuable works on American and Foreign Law.

6. *Prizes*.—There are four money prizes awarded at the annual commencement to the members of the graduating class. Three of these prizes are awarded in Municipal Law. The examination for the prizes is conducted by the means of essays upon a selected subject and by written answers to printed questions. The first prize is \$250, the second \$150, the third \$100. In the department of Political Science, there is one prize of \$200. The examination consists of written answers to selected questions.

7. *Graduation and Admission to the Bar*.—An examination for graduation is held at the close of the Senior year, before the Professors of the Law School and the Law Committee of the college, occupying three days, and extending over the topics of Municipal Law, embraced within the studies of the course.

The degree of Bachelor of Laws is conferred upon such students as shall have pursued to the satisfaction of the Law Committee and the Professor of Municipal Law, the entire course of study, and shall have passed the requisite examination.

By chapter 202 of the laws of 1860, the graduates of the Law School are entitled to admission to practice in all the courts of the State, without further examination.

8. *Terms of Admission, Fees, &c., &c.* The students are divided into two classes, Senior and Junior. Any person of good moral character, whether a graduate of any college or not, may be admitted to either of the classes. Nearly all the students pursue the entire course.

The tuition fees are \$100 per year payable in advance, admitting the student to all the lectures. The fee for the diploma is \$5.

9. *Number of Students, Catalogues, &c., &c.* The number of students during the year was one hundred and seventy (170), of whom ninety-two (92) were in the Senior and seventy-eight (78) were in the Junior class. The graduating class numbered seventy-seven (77). The law school is now (1867) in the tenth year of its existence. The following table exhibits its numbers since its organization:

	Seniors.	Juniors.	Total
1858-59.....	35	--	35
1859-60.....	28	35	63
1860-61.....	61	42	103
1861-62.....	79	38	117
1862-63.....	90	56	146
1863-64.....	99	72	171
1864-65.....	93	77	170
1865-66.....	61	119	180
1866-67.....	92	78	170
1867-68.....	78	102	180

Of the present number, one hundred (100) are graduates of thirty different colleges. A separate catalogue of the Law School is published annually.

The foregoing report was adopted at an adjourned meeting of the Trustees, held on the eighteenth day of December, in the year of our Lord one thousand eight hundred and sixty-seven; and it was ordered that the seal of the College be affixed to the same that it be signed by the Chairman, Treasurer and Clerk, and transmitted to the Regents of the University.

[L. S.]

HAMILTON FISH, *Chairman.*

GOUV. M. OGDEN, *Treasurer.*

WILLIAM BETTS, *Clerk.*

II. UNION COLLEGE, SCHENECTADY.

To the Regents of the University of the State of New York:

The Trustees of Union College respectfully submit the following report for the year ending June 30th, 1867 :

1. *Number and Description of Professorships.*
2. *Trustees, Faculty and other officers.*

TRUSTEES.

His Excellency Reuben E. Fenton, Governor,	} <i>Ex Officio.</i>
Hon. Stewart L. Woodford, Lieut. Governor.	
Hon. Francis C. Barlow, Secretary of State.	
Hon. Thomas Hillhouse, Comptroller.	
Hon. Joseph Howland, Treasurer.	
Hon. John H. Martindale, Att'y General.	

Rev. Jacob Van Vechten, D. D.
 Edward C. Delavan, Esq.
 Hon. Alonzo C. Paige, LL. D.
 Hon. Reuben H. Walworth, LL. D.
 James Brown, Esq.
 Hon. Ira Harris, LL. D.
 Hon. Bradford R. Wood.
 Hon. William W. Campbell, LL. D.
 Hon. Richard M. Blatchford, LL. D.
 Rev. Ebenezer Halley, D. D.
 Hon. David H. Little.
 Rev. J. Trumbull Backus, D. D.
 Hon. Clark B. Cochrane.
 Clarkson N. Potter, Esq.
 Hon. Robert Dennison.

FACULTY.

Rev. Laurens P. Hickok, D. D., President, and Professor of
 Mental and Moral Philosophy.

[Senate, No. 49.]

Taylor Lewis, LL.D., *Nott*-Professor (No. 6) of the Ancient and Oriental Languages.

— — —, *Nott*-Professor (No. 1) of the Greek Language and Literature.

Isaac W. Jackson, LL. D., *Nott*-Professor (No. 2) of Mathematics.

John Foster, A. M., Professor of Natural Philosophy.

Jonathan Pearson, A. M., Professor of Natural History.

William M. Gillespie, LL. D., Professor of Civil Engineering, and Adjunct Professor of Mathematics.

Rev. Ransom B. Welch, A. M., *Nott*-Professor (No. 5) of Logic, Rhetoric and English Literature.

Benjamin Stanton, A. M., *Nott*-Professor (No. 7) of the Latin Language and Literature.

William Wells, A. M., Professor of Modern Languages and Literature.

Maurice Perkins, A. M., *Nott*-Professor (No. 3) of Analytical Chemistry, and Curator of the Museum.

Henry Whitehorne, A. M., *Nott* (adjunct) Professor (No. 4),—Principal of the Classical Department of Schenectady Union School.

Charles F. Noble, A. B., Tutor in Greek.

Cady Staley, A. B., Tutor in Mathematics.

Jonathan Pearson, A. M., Treasurer and Librarian.

George Gilbert, A. M., Registrar.

The other officers and servants are a superintendent of college garden, farmer, teamster, two janitors, and three men of all work.

3. *Number of Students.*

The number of undergraduates was 142. The number of graduates, 49.

4. *Classification of Students.*

Seniors	37
Juniors	35
Sophomores	24
Freshmen	26
Students of the partial course	20
	<hr/>
	142
	<hr/>

5. *College Terms.*

The fall term begins ten weeks after Commencement day, which occurs on Wednesday before the 4th of July, and continues 15 weeks; after a vacation of two weeks the Winter term begins, (January 2—January 8), and continues 12 weeks; after a vacation of one week, the Summer term begins, (April 4—April 10), and continues 12 weeks, to Commencement.

6. *Subjects and course of Study.*

FRESHMAN CLASS.

Third Term ending July 20, 1866.—The literary exercises of the class were as follows: Greek; Herodotus, and Greek prose composition, with Professor Macy; Latin; Cicero, and prose composition, with Professor Stanton; French and German, with Professor Wells; Geometry, first five books, with Professor De Remer, and Vocal Culture, with Professor Welch.

First Term, September to December, 1866.—Greek; Xenophon's *Cyropædia* with Professor Macy; Latin; Livy and prose composition, with Professor Stanton; Algebra, with Tutor Snell; French and German, with Professor Wells; and Rhetoric, with Professor Welch.

Second Term, from January to May, 1867.—Greek; Xenophon's *Memorabilia*, with Tutor Noble; Horace, with Professor Stanton; French and German, with Professor Wells; Davies' Algebra, with Tutor Snell.

SOPHOMORE CLASS.

Third Term, May to July, 1866.—Greek; Sophocles, with Professor Macy; Juvenal and Terence, with Professor Stanton; French and German, with Professor Wells; Trigonometry, with Professor Jackson; Vocal Culture, with Professor Welch; Land Surveying, with Professor De Remer; and Botany, with Professor Pearson.

First Term, September to December, 1866.—Homer's *Odyssey*, with Professor Macy; Horace, with Tutor Snell; French and German, with Professor Wells; Davies' Geometry, books VI–IX, with Professor Pearson; Clark's *Elements of English Language*, with Professor Welch.

Second Term, January to May, 1867.—Euripides' *Medea*, with Tutor Noble; Tacitus, with Tutor Noble; French and German, with Professor Wells; Conics, with Professor Pearson; Geometrical drafting, with Tutor Snell.

JUNIOR CLASS.

Third Term, May to July, 1866.—Lectures on Ancient Philosophy, by Professor Lewis ; German, with Professor Wells ; Vocal Culture and Compositions, with Professor Welch ; Jackson's Mechanics, with Professor Foster ; Drafting, with Professor Gillespie ; Engineering Statics, with Professor De Remer ; Leveling, with Professor Gillespie ; Drafting, with Professor Gillespie ; Geology and Zoology, with Professor Perkins ; Mineralogy, with Professor Perkins ; Practical Chemistry, with Professor Perkins.

Second Term, September to December, 1866.—Plato's Phædon, with Professor Macy ; Cicero's Tusculan Disputations, with Professor Stanton ; French and German, with Professor Wells ; English Literature, with Professor Welch ; Chemistry, with Professor Perkins ; Analytical Geometry, with Professor Jackson ; Descriptive Geometry, with Professor Gillespie ; Surveying, with Professor Gillespie.

Second Term, January to May, 1867.—Æschylus' Prometheus, with Professor Stanton ; Lucretius' De Rerum Natura, with Professor Stanton ; French and German, with Professor Wells ; Whately's Rhetoric, with Professor Welch ; Calculus, with Professor Jackson ; Drafting and Mensuration, with Professor Gillespie ; Chemistry, with Professor Perkins ; Exercises in Laboratory, with Professor Perkins.

SENIOR CLASS.

Third Term, May to July, 1866.—History of Philosophy, with President Hickok ; Theremin's Rhetoric, with Professor Welch.

First Term, September to December, 1866.—Mental Science, with President Hickok ; Hebrew, with Professor Lewis ; Lectures on History and Philosophy, by Professor Lewis ; Astronomy, with Professor Jackson ; Mechanics, with Professor Foster ; Engineering, with Professor Gillespie ; Rhetorical Exercises, with Professor Welch.

Second Term, January to May, 1867.—Moral Philosophy, with President Hickok ; Rational Psychology, with Professor Hickok ; Optics, with Professor Jackson ; Natural Philosophy, with Professor Foster ; Theremin's Rhetoric, with Professor Welch ; Lectures on Ancient Poetry, by Professor Lewis ; Civil Engineering, with Professor Gillespie.

COURSE OF STUDIES.—CLASSICAL COURSE.

FRESHMAN CLASS.

First Term	....	Livy—Three Books.....	Lincoln
		Xenophon's <i>Cyropædia</i>	Owen
		Algebra—(continued)—to "Series".....	Davies
Second Term	...	Horace—Three books of Odes, Prosody..	Lincoln
		Xenophon— <i>Memorabilia</i> .	
		Algebra—(completed)	Davies
Third Term	....	Cicero De Senectute and De Amicitia ..	Thatcher
		Homer—Iliad—Four Books.....	Owen
		Geometry—Plane—Five Books.....	Legendre
		Throughout Freshman year, exercises in	
		Latin and Greek Composition	Arnold

SOPHOMORE CLASS.

First Term	....	Tacitus—History—Two Books; or,	
		Germania and Agricola.	
		Homer—Odyssey—Six Books	Owen
		Geometry—Solid—Four Books.....	Legendre
		English Language	Clark
Second Term	...	Juvenal (1st, 3d and 10th,) and Ter-	
		ence (one.)	
		Euripides—One or Two Dramas.	
		Conic Sections	Jackson
Third Term	....	Horace—Satires and Epistles	
		Sophocles—Two Dramas.	
		Trigonometry—Plane and Spherical	Jackson
		Chaucer.	
		Throughout Sophomore year, exercises	
		in translating Greek into Latin.	

JUNIOR CLASS.

First Term	...	Cicero—Tusculan Questions—Three Books.	
		Æschylus—Two Dramas.	
		Chemistry	Fownes
Second Term	..	Quintilian.	
		Plato—Phædon or Gorgias.	
		Rhetoric	Whately
		Chemistry	Fownes
Third Term	....	Statics and Dynamics	Jackson
		Geology and Zoology.....	Dana
		Ancient Philosophy	Lectures

SENIOR CLASS.

First Term	Plato contra Atheos—(Voluntary)	Lewis
	Hydrostatics, Hydrodynamics, Pneumatics, Heat, Steam	Jackson
	Optics	Jackson
	Mental Philosophy	Hickok
	Lectures on History of Philosophy	Lewis
Second Term	Aristophanes — Birds or Clouds—(Voluntary)	Fenton
	Sound, Electricity, Magnetism, Galvanism, Electro-Magnetism	Foster
	Astronomy	Gummere
	Moral Philosophy	Hickok
	Lectures on Ancient Poetry, &c.	Lewis
Third Term	History of Philosophy	Schwegler
	Principles of Eloquence	Theremin
	English Literature	Lectures
	Lectures on Biblical Literature, Architecture, &c.	
	Rhetorical Exercises by Seniors, Juniors and Sophomores, before the whole College, in Chapel, on Saturdays, at 8 A. M.	

SCIENTIFIC COURSE.

FRESHMAN CLASS.

First Term	English Language	Fowler
	French Grammar	Pujol
	German Grammar	Peissner
	Algebra (continued) to "Series"	Davies
Second Term	Practical Rhetoric	Day
	French Grammar and Reader	Pujol
	German Grammar and Reader	Peissner
	Algebra (completed)	Davies
Third Term	History	Smith's Course
	French Grammar and Reader	Pujol
	German Reader	Woodbury
	Geometry—Plane—Five Books	Legendre

SOPHOMORE CLASS.

First Term	French Classic Prose	Pujol
	German Classic Prose	Peissner's Course
	Geometry—Solid—Four Books	Legendre
	English Language	Clark

Second Term	French Classic Poetry	Pujol
	Italian Grammar	Fontana
	Geometrical Draughting	Mahan
	Conic Sections	Jackson
Third Term	German Classic Poetry	Peissner's Course
	Italian Reader	Foresti
	Trigonometry—Plane and Spherical	Jackson
	Land Surveying (parts 1, 2, 3)	Gillespie
	Draughting (Voluntary)	Mahan
	Chaucer.	
	Botany (Voluntary)	Gray

JUNIOR CLASS.

First Term	French Drama	Racine—Corneille
	German Epic	The Niebelungen
	Analytical Geometry	Davies
	Descriptive Geometry	Church
	Chemistry	Fownes
Second Term	German Tragedy	Schiller
	Spanish Grammar	Ahn
	Rhetoric	Whately
	Chemistry	Fownes
	Differential and Integral Calculus (Vol.) ..	Davies
	Draughting (continued) (Voluntary)	Lectures
Third Term	German Tragedy	Goethe
	Spanish Reader	Velasquez
	Statics and Dynamics	Jackson
	Geology and Zoology	Dana
	Mineralogy (Determinative) (Voluntary) ...	Dana
	Analytical Mechanics (Voluntary)	Boucharlat
	Draughting (continued) (Vol.) <i>Lectures</i> ..	Gillespie

SENIOR CLASS.

First Term	Hydrostatics, Hydrodynamics, Pneumatics,	
	Heat, Steam	Jackson
	Optics	Jackson
	Mental Philosophy	Hickok
	Surveying (continued) parts IV—XII— (Voluntary)	Gillespie
Second Term	Sound, Electricity, Magnetism, Galvan-	
	ism, Electro-Magnetism	Foster
	Astronomy	Gummer

Second Term...	Moral Philosophy	Hickok
	Engineering Mensuration, etc. (Vol.) ...	Lectures
Third Term...	History of Philosophy.....	Schwegler
	Principles of Eloquence	Theremin
	English Literature	Lectures
	Lectures on Biblical Literature, Architecture, etc.	
	Higher Surv'g and Eng'g Statics (Vol.)..	Gillespie

A complete list of the studies of the Civil Engineering Course (which continues two terms longer) is given on page 25.

Rhetorical Exercises by Seniors, Juniors and Sophomores before the whole college, in chapel, on Saturdays, at 8 A. M.

CIVIL ENGINEERING.

This department was founded in 1845. Its object is to give its students such instruction in the theory and practice of Civil Engineering, as to qualify them for immediate usefulness in the field and office in a subordinate capacity, and at the same time to fit them to fill satisfactorily the higher positions in the profession after a moderate amount of experience in the routine of practice. The course of instruction aims to effect this by constant exercise in mechanical draughting, instrumental field work and numerical calculation, combined with the study of text-books, and lectures on the numerous subjects where books are wanting. Its facilities have recently been greatly increased by the acquisition of numerous models and instruments from the best European sources.*

The Civil Engineering course can be taken by persons wishing to pursue it specially, with such collateral regular College studies as may be desirable. It is completed in two years, beginning with the Summer term, or College "Third Term," about May 1st, and ending about the last week in March, in time for its students to join parties then beginning the field work of the season. The fees are \$30 per term, including room rent, &c.

The subjects of the course are arranged in the order given below, so as to harmonize them with the terms of College, and the seasons of the year suitable to field work or otherwise. The course

* Among them are these: a complete set (fifty) of the beautiful *Olivier* models of Descriptive Geometry, showing the generations, transformations and intersection of "Rule surfaces;" the best stone-cutting models, (twenty) of *L'Ecole Polytechnique*; the Topographical models of M. Bardin; his models (70) of Geometrical intersections, &c.; his "Skew-arch" models; Mr. Doyno's dynamometer bridge-strain model; the levels of Egault, Troughton, &c.

is also so arranged and subdivided, that the more popular topics and the more specially technical ones come at different times; so that those students who desire merely a general knowledge of Civil Engineering as a part of a liberal education, and those who wish to study it professionally, can each be suitably accommodated. The instruction is also given at different hours from those of the regular recitations, so as to prevent any interference, and to enable its special students to pursue collaterally such of the regular studies as they are found to require.

FIRST YEAR.

Summer Term	Land Surveying; (Gillespie, parts 1, 2 3,) with field work, plats and calculations. Draughting by Plans, Elevations, and Sections; or Perpendicular Projection. Mahan Trigonometry; Plane and Spherical. Jackson
Fall Term	Land Surveying continued, (Parts 4 to 12); and Levelling..... Gillespie Descriptive Geometry..... Church Analytical Geometry..... Davies
Winter Term	Draughting, continued. Mensuration of Engineering Structures. Differential and Integral Calculus..... Davies

SECOND YEAR.

Summer Term	Higher Surveying..... Gillespie Statics and Dynamics..... Jackson Engineering Statics: The Strength of Materials. Draughting, continued. Analytical Mechanics Boucharlat Geology.
Fall Term	Road Engineering; with field practice, calculation of Earthwork, &c..... Gillespie Engineering Statics; the Stability of Structures. Hydraulics, Pneumatics, Heat, &c..... Jackson Stereotomy; Applications of Descriptive Geometry to Stone Cutting, &c..... Mahan
Winter Term	General Construction; Materials, Foundations, Masonry, Carpentry, &c..... Mahan Bridge Engineering; Plans and calculations of the forms and dimensions of Bridges of Wood, Iron and Stone.

Winter Term. . . Water Engineering; Canals, Water Supply, Drainage, River and Sea Coast Improvements, &c.
Geodesy; and Practical Astronomy.

The recent extension of this course demands so much time and study from those who take it, that students of the complete College "Scientific course" *can not* pursue both at the same time. They can, however, with extra labor combine the two by making them "overlap," distributing the extra studies of the first four terms of the above course over the last seven terms of the regular course, and then completing the C. E. course in two terms after graduating. Their "extra" studies would then be taken in this order: *Sophomore, 3d term*, Draughting; *Junior, 2d term*, the Calculus and Draughting; *Junior, 3d term*, Analytical Mechanics and Draughting; *Senior, 1st term*, Surveying (continued) and Leveling; *Senior, 2d term*, Engineering Mensuration; *Senior, 3d term*, Higher Surveying and Engineering Statics; and in the two terms after graduating, the subjects noted in the last two terms above.

Students of only the special Engineering course, have the privilege of attending any of the regular College Courses on collateral subjects. They are earnestly advised, if their bodily and mental strength will permit, to combine with it the modern languages and the physical science of the Regular course, including more or less Chemical practice in the Analytical Laboratory. But, if their time will allow, their best plan is to enter as "Regular Scientific Students," and to pursue the complete course indicated in the preceding paragraph.

At the beginning of the last term of the course, students who are candidates for a diploma are required to undergo a written examination on the leading points of all their preceding studies. Those who pass it satisfactorily (and complete similarly the remainder of the course,) receive a diploma conferring the degree of "Graduate in Civil Engineering" (C. E.) and it is intended that this diploma shall be a guarantee of more than average ability and industry. The others receive certificates proportioned to what they have done, both as to quantity and quality.

Graduates in this course, who may choose to continue their studies another term, will receive directions and supervision from the Professor without fee, and can employ their time with great profit in the continuation and development of various useful subjects of investigation.

Architectural students will find a large part of this course (particularly the Draughting, Mensuration, Stereotomy, Strength and Stability, &c.) adapted to their requirements. A special course of lectures on Architecture, considered historically and æsthetically, is given during the summer term. Students may enter at any point of the course for which they are qualified.

Military Engineering, embracing Reconnaissance, Military Bridges, Fortifications, &c., is taught in connection with the course of Civil Engineering.

NATURAL PHILOSOPHY.

The instruction in this department extends through three terms, commencing with the third term of the Junior year. Students, both of the Classical and Scientific course, and those in the Engineering department, recite in two divisions, one hour being given to each, five days in the week, and the subjects succeeding each other in the following order:

JUNIOR YEAR.

Third Term.... Statics and Dynamics..... Jackson

SENIOR YEAR.

First Term Hydrostatics, Hydrodynamics, Pneumatics,
Heat, Steam Jackson

Optics Jackson

Second Term .. Sound, Electricity, Magnetism, Galvanism,
Electro-Magnetism Foster

To secure at once precision and fullness, the instruction is mainly given from recently prepared text-books. Frequent lectures are, however, delivered, either to furnish illustration and proofs of principles by experiment, or to amplify particular subjects. Thus, after the completion of Statics and Dynamics, several lectures are devoted to mechanical "Work," in order that not only the construction and theory, but modes of determining the *efficiency* of the various hydraulic and pneumatic machines may be understood. All lectures are required to be written out by the students in full from the notes, and submitted for inspection. Numerous problems are also given on all the subjects, and are mostly so constructed that the calculated results may be verified by experiments before the class. Both to test the accuracy of the knowledge gained, and to ensure its ready command, several

written examinations are required in each term, usually near its close.

To learn the application of the Differential and Integral Calculus to Mechanics, the students of the Scientific and Engineering course recite daily, during the third term Junior, select portions of Boucharlat's Mechanics.

In most of the branches included in this department, the apparatus is sufficient for very complete experimental illustrations.

CHEMISTRY.

In the Undergraduates' department, chemistry is taught by daily lectures and recitations during the first and second Junior terms.

Undergraduates are also permitted to attend the daily two-hour course of experimental Chemistry at the Laboratory; for which there is an extra charge of \$12 per term for instruction and use of Laboratory.

The *NOTT Laboratory* is open for special students, in all branches of Chemistry; particularly students of Agriculture, Medical students, Pharmaceutists, Manufacturing Chemists, Mineralogists, Metallurgists, students of Medical Jurisprudence, etc.

Students who desire to devote but a portion of their time to Chemistry, can pursue at the same time other studies in the collegiate courses, either collateral, as Geology, Mineralogy, &c., or any other. No previous knowledge of the science is required though highly desirable.

The course will include instruction in—

Theoretical and Experimental Chemistry, and systematic Qualitative and Quantitative Analysis, in all their branches; and,

The solution of problems of research in experimental science and in the applications of science to the arts and manufactures.

The more thorough the previous acquaintance of the student with Mathematics, Mechanics, Physics, and General Chemistry, the better.

Text-Books and Books of Reference.

Fownes' Chemistry.

Will's Outlines of Chemical Analysis.

Fresenius' Analysis.

Cook's Chemical Physics.

Miller's Chemical Physics.

Miller's Elements of Chemistry.

Dalton's Physiology.

Percey's Metallurgy.

Knapp's Chemical Technology.

Dana's Mineralogy.

Gmelin's Hand-Book of Chemistry.'

Muspratt's Chemistry applied to Arts and Manufactures.

Lehmann's Physiological Chemistry.

Regnault's Elements de Chimie.

Fees for full course, \$35 per term ; for half-day course, \$25 per term.

Students are not required to purchase the apparatus which they use, but are charged for what they consume and injure.

They also pay for the chemicals which they consume. The above extras amount to from \$2 to \$20 a term.

NATURAL HISTORY.

Mineralogy is taught during the third Junior (summer) term by a daily course of practical lessons, illustrated by a complete set of crystal models, and a series of six hundred specimens for determination by crystallographic and blowpipe examination.

Geology is taught during the same term by a daily course of lectures and recitations.

The facilities for instruction in these departments have recently been largely increased by the addition to the College Cabinet of the Wheatley Collection of Minerals and Shells, purchased by E. C. Delavan, Esq., for ten thousand dollars, and by him presented to the college. About three thousand of its specimens have been systematically arranged and labeled for the purpose of instruction, and form a collection which stands among the first in the country in value and interest. In addition, a suite of the ores of the useful metals, comprising about a thousand specimens, have been arranged to illustrate their mode of occurrence and geographical distribution. The college is also in possession of a series of specimens, representing the rocks of the State of New York, and some of the most important fossils. The cabinet of recent shells, which forms a part of the Wheatley collection, comprises about five thousand species, among which the land and fresh water genera are peculiarly well represented.

Botany is taught during the summer term, both from text-book (Gray's) and practically in the field.

LOGIC, RHETORIC, AND ENGLISH LITERATURE.

The instruction in Logic and Rhetoric, includes the use of text books—lectures—and practical exercises in vocal culture, declamation and the various forms of composition. In the study of English Literature, it is the aim to secure an acquaintance with the historical development of the language, and the course of English thought as expressed at different periods, in the works of representative men.

The Freshmen have exercises once a week in vocal culture, declamation, and the elementary forms of composition.

The first term of the Sophomore year, is devoted to the study of a text-book on Rhetoric, and the critical study of words, their origin and uses. At each recitation two or more essays are read; and the declamation of select pieces, composition, or an exercise in vocal culture once a week, is continued through the year.

The second term of the Junior year is given to the study of rhetoric or logic and the critical examination of models of eloquence. The third term of the Senior year is devoted to the study of the principles of eloquence and to lectures on English Literature. The rhetorical exercises of the Junior or Senior classes consist of essays, discussions, original declamations, from six or more members of each class, once a week.

Public rhetorical exercises are held in the Chapel every Saturday morning, in which the three older classes take part; the Seniors and Juniors, by the delivery of original pieces.

The text book and books of reference are as follows:

IN RHETORIC:—Coppee's *Rhetoric*; Whately's *Rhetoric* and *Logic*; Theremin on *Eloquence*; the great *Speeches* of Webster and Hayne.

IN ENGLISH LITERATURE:—Clark's *English Language*; Marsh's *Lectures on the English Language and Literature*; Craik's *English Literature*; Trench's various works; Milton's *Paradise Lost*; Chaucer's *Legende of Goode Women*.

MENTAL AND MORAL SCIENCE.

The order of instruction pursued in these studies is given in the text-books used; but a wide margin is filled in by lectures and oral comments, explanations and illustrations. The end sought to be secured is a systematic and not merely elementary or fragmentary apprehension of the subject in hand, each part having its relation to a whole, and its connection and place in the whole

being necessary to be apprehended in order to any adequate knowledge of the fact itself. The student is not only examined from the text book, but leading questions are put as the lesson proceeds, designed to bring out his own powers, and to awaken individual thought and independent reflection. The class are all required to write on themes furnished in the order of the course, and given out by the teacher to separate divisions successively. It is made the design of this composition to secure correct and clear thought, expressed distinctly and definitely, and to keep the attention precisely to the point while giving completeness to the whole discussion, with less regard in this exercise to rhetorical embellishment. Other authors are referred to as desirable for the student to read as opportunity may be afforded, and his attention is directed to such as treat on the same or collateral topics. Different views and theories are noticed and examined as the course proceeds, and the whole ground of investigation on the topic in hand, is laid open before the class as completely as may be. The constant aim is to cultivate the habit of manly and independent though careful and patient reflection.

MENTAL PHILOSOPHY (Hickok's) is taught in the first term of the Senior year; MORAL PHILOSOPHY (Hickok's) is taught in the Senior second term; and the HISTORY OF PHILOSOPHY (Schwegler's) in the third term.

7. *Other Literary Exercises—Prizes.*

Exercises in composition, declamation and debate, besides those mentioned under the last head, are afforded by the Literary Societies, the Theological Society, and the Senate.

Freshman Scholarships.—Prize Scholarships have been founded by the late President Nott, to be awarded to candidates who shall severally pass such thorough examination as shall entitle them to the distinction. The incumbents of these scholarships will receive at the end of each collegiate year a Gold Medal or its value in cash, as they may elect, to wit: at the end of the Freshman year, fifteen dollars; twenty at the end of the Sophomore year; twenty-five at the end of the Junior year, and thirty at the end of the Senior year, provided that they shall comply with the rules prescribed by the founder of the scholarships; among which is the pledge on the part of each, that he will neither use intoxicating liquor as a beverage, nor tobacco in any of its forms, so long as he shall continue to receive the avails of the scholarship which has been awarded to him.

The Blatchford Oratorical Medals.—Hon. R. M. Blatchford, LL. D., has founded an Oratorical Prize, consisting of two Gold Medals, of the value of the income of \$1,000, to be given to the two members of the graduating class who shall deliver the best Oration; "regard being had alike to their elevated and classical character, and to their graceful and effective delivery." Accordingly two medals will be awarded, one of the value of \$40, to the best written and spoken Oration, and one of the value of \$30, to the second best; to be determined by a committee appointed for that purpose; their award to be announced to the audience at the close of the exercises.

The Warner Prize.—Hon. H. G. Warner, of Rochester, has founded an Annual Prize, consisting of a piece of Silver Plate of the value of \$50, to be awarded to "The Graduate of Union College Classical course, who shall reach the highest standing in the performance of collegiate duties, and also sustain the best character for moral rectitude and deportment, without regard to religious practice or profession." The prize is to be awarded on Commencement day by the officers of the college, in accordance with certain conditions prescribed by the donor.

The Ingham Prize.—Hon. Albert C. Ingham, LL. D., of Madison, Wis., for the purpose of promoting a familiarity with the best English classics, has founded an Annual Prize of seventy dollars (in the form of plate, or money, as preferred) to be awarded to that member of the Senior Class, (connected with the college for not less than two years) who shall present the best essay on one of two subjects previously assigned in English Literature or History. This Prize is to be awarded on Commencement day by a committee appointed in accordance with certain conditions prescribed by the founder.

The subjects for the current year are: "The English Essay, and "English Historical Composition."

Prize Essays.—Prizes will be awarded to the two members of the Senior class who shall present the best Essays in English literature, on subjects assigned the previous term.

Prize Speaking.—Prizes will be awarded to the two members of the Junior and Sophomore classes respectively, who shall deliver the best Oration on the occasion of Prize Speaking during Commencement week. Six Juniors and four Sophomores will be selected for this exercise; regard being had both to composition and to delivery.

The Prizes will be in the form of valuable books, and will be announced at Commencement.

8. *Examinations.*

These take place at the close of each collegiate term.

9. *Mode of Instruction.*

In most of the studies instruction is imparted by daily recitations from text-books; if by lectures, the student is required to take notes, and be examined upon the subjects thus presented.

10. *Discipline.*

The discipline of the college is administered by the president. The standing of each student, both as it respects scholarship and deportment, is reported at least once each session to his parent or guardian, and is recorded by the registrar.

11. *Gratuitous Aid.*

The income of \$50,000 is devoted to the assistance of indigent young men, thus diminishing their college bills at least one-half. The number assisted during the past year was as follows:

Term ending July 20, 1866	26
Term ending December 14, 1866.....	27
Term ending April 5, 1867.....	27

In addition to the above, many students settle their bills with their notes, which are seldom paid. The yearly loss from these transactions vary from \$500 to \$1,000.

12. *College Laws.*

None in print, with the exception of a brief abstract.

13. *Description and Value of College Buildings.*

See Seventy-third Annual Report of the Regents, page 37.

14. *Description and Value of other College Property.*

ASSETS.*	
Cash on hand.....	\$3,182 58
Bonds and mortgages	74,751 20

*The college buildings, with the library and other property contained in them, and the grounds constituting the site, and not disposable, have no fixed pecuniary value attached to them in this set of accounts.

LITERARY COLLEGES.

Permanent leases.....	\$8,16
Certificates of trust (Hunter's Point)	43,20
Bills receivable	10,98
Bank stocks	1,35
Real estate—for sale.....	14,85
Hunter's Point trust	7,00
Sundry accounts	2,26
	<hr/>
	\$165,75
	<hr/>

FUNDS AND LIABILITIES.

President and professors' fund.....	\$78,48
Indigent students' fund.....	50,00
Nott trust fund	8,95
Warner prize fund.....	71
Ingham prize fund.....	1,00
Wheatley collection.....	14
Sundry accounts	42
	<hr/>
	\$139,76
Net capital.....	25,95
	<hr/>
	\$165,71
	<hr/>

In addition to the above, the college holds the Nott Trust 1 of which the following is an exhibit of assets and liabilities 29th, 1867 :

ASSETS.*

Cash on hand.....	\$6,77
Certificates of residue.....	7,00
Preferred certificates.....	110,00
Real estate	4
Bills receivable	23,85
Hunter's Point trust	1,05
Union college	8,95
Bonds and mortgages	38,43
	<hr/>
	\$196,15
	<hr/>

* The real estate belonging to Nott trust fund, at Green and Hunters's Points, and being unsold, is not included in these accounts.

DEBTS AND LIABILITIES.

None.

Net capital	\$196,159 70
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15. *Revenue.*

The revenue of the college is derived chiefly from term bills and the income of the *New York State* and *Nott Trust Funds*.

16. *Debts.*

None.

17. *Income and Expenditure for the year ending June 29, 1867.*

INCOME.

Interest and dividends	\$8,558 09
Real estate—rents	526 15
Tuition	6,677 00
Library	176 58
Buildings—room rents	866 81
General expenses—for fuel, etc.	2,180 02
Graduates—old bills paid	751 12
Diplomas	5 00
	<hr/>
	\$19,740 77
Net loss	2,187 28
	<hr/>
	\$21,928 05

EXPENDITURES.

Paid to account of	
Instruction—salaries	\$12,141 79
Students—suspended accounts	422 09
Site—labor, &c.	535 52
Treasury office—salaries, &c.	2,120 99
Apparatus	10 30
College garden	400 00
Incidentals	381 79
Analytical laboratory	389 05
Indigent students	1,123 00
Warner prize	50 00
Ingham prize	70 00
Union school scholarship	45 00
Printing—catalogues, &c.	231 66
Insurance	588 05

Law expenses	\$50 C
W. Sillerman	1 S
President's house	2,933 C
Taxes	433 S
	<hr/>
	\$21,928 C
	<hr/>

NOTT TRUST FUND.

INCOME.

Interest—on bonds and certificates	\$12,379 S
Net loss	8,661 S
	<hr/>
	\$21,041 S
	<hr/>

EXPENDITURES.

Paid to account of	
Professors	\$10,740 S
Prizes	63 C
Visitors	526 C
Profit and loss	9,551 S
Incidentals	160 C
	<hr/>
	\$21,041 S
	<hr/>

18. *Price of Tuition.*

Tuition, per term	\$15 C
Room rent	3 C
Servants hire, fuel for public rooms, printing, &c. . .	7 C
	<hr/>
	\$25 C
	<hr/>

ANNUAL EXPENSES.

College bills and board	\$220 to \$31
Fuel and lights	20 to 2
Washing	10 to 1
	<hr/>
	\$250 to \$35
	<hr/>

19. *Close of Report.*

This report is submitted in accordance with a resolution of the board of trustees of Union College, passed July 27, 1859, directing that the finance committee be authorized to prepare the Annual Report to the Regents of the University.

J. TRUMBULL BACKUS,

[L. s.]

A. C. PAIGE,

Finance Committee of the Board of Trustees.

JONATHAN PEARSON,

Treasurer, &c.

UNION COLLEGE, Dec. 29, 1867.

III. HAMILTON COLLEGE, CLINTON, ONEIDA COUNTY.

To the Regents of the University of the State of New York :

The Trustees of Hamilton College, complying with a requisition of the Regents of the University of the State of New York, submit the following as a true report of its condition and progress during the collegiate year ending July 18, 1867 :

1. *Trustees, Faculty and other Officers.*

TRUSTEES.

John J. Knox, Esq., Augusta.
 Hon. Hiram Denio, LL. D., Utica.
 Hon. James R. Lawrence, LL. D., Syracuse.
 Prof. Samuel B. Woolworth, LL. D., Albany.
 Sands Higinbotham, Esq., Oneida.
 Hon. Henry A. Foster, LL. D., Oswego.
 Rev. Simeon North, D. D., LL. D., Clinton.
 Rev. Robert W. Condit, D. D., Oswego.
 Hon. Horatio Seymour, LL. D., Utica.
 Hon. Othniel S. Williams, Clinton.
 Rev. Samuel H. Gridley, D. D., Waterloo.
 Hon. Edmund A. Wetmore, Utica.
 Rev. George S. Boardman, D. D., Cazenovia.
 Rev. Philemon H. Fowler, D. D., Utica.
 Rev. William C. Wisner, D. D., Lockport.
 Simeon Benjamin, Esq., Elmira.
 Hon. William J. Bacon, LL. D., Utica.
 Rev. Samuel W. Fisher, D. D., Utica.
 William D. Walcott, Esq., New York Mills.
 Rev. A. Delos Gridley, Clinton.
 Rev. Thomas S. Hastings, D. D., New York.
 Rev. Frank F. Ellinwood, D. D., New York.
 Hon. Othniel S. Williams, Secretary and Treasurer.
 Rev. N. W. Goertner, D. D., Commissioner.

FACULTY.

Rev. Samuel Gilman Brown, D. D., President and Wolcott Professor of the Evidences of Christianity. Elected November 7, 1866.

Charles Avery, LL. D., Professor of Natural Philosophy, Chemistry and Civil Engineering. Elected August 12, 1854.

Rev. Nicholas W. Goertner, D. D., College Pastor. Elected July 15, 1863.

Christian H. F. Peters, Ph. D., Litchfield Professor of Astronomy and Director of the Litchfield Observatory. Elected July 20, 1858.

Oren Root, LL. D., Professor of Mathematics, Mineralogy and Geology. Elected November 21, 1849.

Rev. William N. McHarg, A. M., Professor of the Latin Language and Literature. Elected May 20, 1862.

Ellicott Evans, LL. D., Maynard Professor of Law, History, Civil Polity and Political Economy. Elected November 13, 1860.

Edward North, A. M., Robinson Professor of the Greek Language and Literature. Elected December 27, 1843.

Rev. Anson Judd Upson, A. M., Kingsley Professor of Logic, Rhetoric and Elocution. Elected July 26, 1853.

Rev. Horace P. V. Bogue, A. M., Tutor. Elected July 15, 1866.

Hon. Othniel S. Williams, Secretary and Treasurer. Elected July 23, 1850.

A carpenter and three men servants were employed to keep the buildings in repair, to dress the college grounds, and to do work in rooms occupied by students.

2. *Number of Students and Graduates.*

The whole number of students was.....	174
Of whom, left College for various reasons.....	5
Graduated, July 18, 1867.....	32
Whole number of graduates.....	1,190

The average age of those in the graduating class was $23\frac{1}{2}$ years. There was no student in any class under the age of fourteen.

The youngest under graduate was 14, and the oldest was 29.

In choosing their occupation, the members of the graduating class decided as follows:

Theology	6	Business	4
Teaching.....	10	Medicine	1
Law.....	10	Editing	1

3. *Classification of Students.*

1. In the Senior class	34
2. In the Junior class	44
3. In the Sophomore class	51
4. In the Freshman class	45
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	174
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4. *Academic Degrees.*

The following are the names of those who received Academic Degrees at the last commencement, July 18, 1867:

Bachelors in Course.—Howard Allison, James Billious Avery, Charles Edwin Babcock, Edwin Baldwin, Frederick Eugene Barnard, Isaac Oliver Best, Amory Howe Bradford, David Riddle Breed, Edwin Jerome Brown, Frank Van Ness Bullard, Duane Conant, Samuel Jackson Fisher, Rufus Smith Green, James Earl Hall, Nicoll Halsey, Martin Foster Hollister, George Wolcott Hubbell, John Wilford Jacks, Frederick Henry Kellogg, Elliott Pardee Kisner, John Thomas Knox, Chester Jennings Lyons, John Dudley Norton, Albert Pardon Potter, Charles Edmund Rice, Sidney Allyn Sherwin, Alexander Coburn Soper, William Henry Stratton, Joseph Leonard Waugh, Theodore Benjamin Wetling, Samuel William Wetzels, Elliott Strong Williams.

LL.B. in Course.—Edward Amenso Davis, William Waggoner Nelles.

A. M. in Course.—Edward Woodbridge Avery, Horace Hobart Hollister, Wallace Budlong Childs, Willard Adams Cobb, James McKnight Craig, Phillip Clinton Curran, Charles Thomas Dering, Richard Allison Elmer, Theodore Faxton Gardner, Ward Hunt, Jr., William Hutton, Jr., Payson Hungerford Miner, Willard Peck, Frank William Plant, Kendrick Solomon Putnam, Willard Bradley Rising, Elihu Root, Darius Parker Sackett, Henry Martyn Simmons, Stephen Terry, Ezra Barton Wood.

A. M. Honorary.—Daniel Pratt Baldwin, Rev. Hiram Eddy, Dan Parmelee Eells, Andrew McMillan, Col. Frank Place, George Galetzkin Truair, Rev. Charles Edward Robinson.

LL.D. Honorary.—Hon. Calvin Tilden Hulburd.

D. D. Honorary.—Rev. Charles Peck Bush, Rev. Alfred Bailey Goodrich, Rev. John Jermain Porter.

5. *Collegiate Sessions.*

1. From the second Wednesday in September..... 13 weeks
2. From the second Wednesday in January 13 weeks
3. From the fourth Wednesday in April..... 12 weeks

6. *Course of Study.*

The full course of under-graduate study occupies four years, and no provision is made for students in a partial or scientific course. Students in all classes are required to attend three exercises each day. Biblical recitations are held each Monday morning, and rhetorical exercises are attended by all the students, in the chapel, on Wednesdays and Saturdays. The following table exhibits the course of study in the several classes, with the number of exercises during the past year, and the names of the instructors having charge of them:

FRESHMAN YEAR.

		Exercises.
1. Mandeville's Elocution.....	Professor Upson ..	68
2. Perkins' Algebra.....	Tutor Bogue	48
3. Homer's Odyssey	Professor North ..	45
4. Biblical Exercises	Tutor Bogue	36
5. Livy's History	Professor McHarg.	72
6. Homer's Iliad	Professor North ..	45
7. Odes of Horace.....	Professor McHarg.	72
8. Herodotus' History.....	Professor North ..	45
9. Robinson's Geometry.....	Tutor Bogue	96
10. Lectures on Elocution	Professor Upson ..	5
11. Lectures on Classical Authors.....	Professor North ..	6
12. Class Exercises in Composition.....	Tutor Bogue	36
13. Chapel Rhetorical Exercises	Professor Upson ..	70

SOPHOMORE CLASS.

1. Surveying and Navigation.....	Professor Root ...	40
2. Satires and Epistles of Horace.....	Professor McHarg.	45
3. Arnold's Prose Composition	Professor McHarg.	30
4. Fasquelle's French Course.....	Tutor Bogue	48
7. Blair's Rhetoric.....	Professor Upson..	40
5. Dumas' Life of Napoleon	Tutor Bogue.....	40
6. Robinson's Trigonometry.....	Professor Root ...	70
7. Tacitus' "Germania et Agricola"	Professor McHarg.	40
8. Didot's Theocritus	Professor North ..	45

9. Loomis Analytical Geometry	Professor Root ...	7
10. Demosthenes' "De Corona"	Professor North ..	4
11. Biblical Exercises	Professor McHarg.	3
11. Class Exercises in Composition	Professor North ..	3
12. Chapel Rhetorical Exercises	Professor Upson ..	7
13. Lectures on Greek Poets and Orators.	Professor North ..	1
14. Lectures on Latin Authors	Professor McHarg	
15. Lectures on English Literature.....	Professor Upson..	1
16. Lectures on Mineralogy & Conchology	Professor Root...	3

JUNIOR CLASS.

1. Tacitus' Histories,	Professor McHarg.	6
2. Æschylus "Agamemnon"	Professor North ..	6
3. Differential and Integral Calculus....	Professor Root ...	4
4. Peck's Natural Philosophy.....	Professor Avery..	8
5. Sophocles' "Antigone"	Professor North ..	6
6. Greek Composition	Professor North ..	2
7. Olmsted's Astronomy.....	Professor Root ...	4
8. Woodbury's German Course.....	Tutor Bogue.....	4
9. Whately's Rhetoric.....	Professor Upson..	3
10. Coppee's Logic.....	Professor Upson..	3
11. Lectures on Classical Literature.....	Professor North ..	1
12. Lectures on Ancient History.....	Professor McHarg.	
13. Lectures on Shakespeare	Professor Upson..	1
14. Goldsmith's History of England	Professor Evans ..	4
15. Lectures on Natural Philosophy.....	Professor Avery..	2
16. Biblical Exercises	Professor Upson..	3
17. Forensic Disputations	Professor Upson..	3
18. Chapel Rhetorical Exercises	Professor Upson..	7

SENIOR CLASS.

1. Hamilton's Metaphysics.....	President Brown..	7
2. Bowen's Political Economy.....	Professor Evans ..	4
3. Lectures on Chemistry.....	Professor Avery..	6
4. Duer's Constitutional Law.....	Professor Evans ..	2
5. Lectures on the Will	President Brown .	1
6. Essays in Mental Philosophy	President Brown .	2
7. Blackstone's Commentaries.....	Professor Evans ..	7
8. Evidences of Christianity	President Brown..	3
9. Dana's Geology.....	Professor Root ...	4
10. Lectures on Law and History.....	Professor Evans ..	2
11. Wayland's Moral Philosophy.....	Professor McHarg.	4

12. Essays in Moral Philosophy	Professor McHarg.	25
13. Lectures on <i>Æsthetics</i>	President Brown .	6
14. Forensic Disputations in class	Professor Evans ..	30
15. Original Orations in Chapel	Professor Upson..	40
16. Civil Engineering	Professor Avery..	10
17. International Law	Professor Evans ..	5

7. *Prize Contests.*

Ten contests for prizes were held during the year, and a large number of students engaged in them. A thorough trial of their influence has proved that they are decidedly beneficial in promoting industry, removing temptations to useless reading, and in elevating the standard of scholarly discipline and attainment throughout the institution.

(1.) The examination for the Curran classical prizes and Hawley medals, was held March 20th, and lasted five hours. It was conducted by means of printed questions, with fifteen contestants from the Junior class. The first prize was awarded to William T. Laird, of Stittsville; and the second to Charles Francis Jones, of Clinton. The committee of award were Prof. George C. Sawyer, and Chas. M. Davis, both of Utica. The Hawley medals were awarded to William Reed Jerome, of Clinton, Joseph Addison Marshall, of Vernon, Martin Rumsey Miller, of Ogdensburg, and Edwin M. Nelson, of St. Louis.

(2.) The Head Prize was awarded to Amory Howe Bradford, of Suspension Bridge, and his oration on "The Intellectual rank of Alexander Hamilton among his Cotemporaries," was pronounced on commencement day.

(3.) The Pruyn medal was awarded by the Faculty to Duane Conant, of Middle Granville, and his oration on "The Duties of Educated Young Men to the State," was pronounced by him on commencement day.

(4.) At the Thirteenth Clark Prize Exhibition, June 12th, six original orations were publicly delivered by as many contestants, chosen according to the merit of the orations from the Senior class. The prize was adjudged by the Faculty to Sidney A. Sherwin, of Batavia, for his oration on "The Legacy of the Federalists."

(5.) At the First Kingsley Prize Debate, on Monday afternoon, July 15th, four candidates chosen from the Senior class, contested for two prizes in extemporaneous speaking. The first prize was awarded to David Riddle Breed, of Pittsburg, Pa., and the second

to Chester J. Lyon, of Lyon's Falls. The committee of award were Hon. Hiram Denio, LL.D., Hon. Ward Hunt, and Rev. P.H. Fowler, D. D.

(6.) The examination for the Underwood prizes in Chemistry, was held June 12th, with contestants from the Senior class. The first prize was awarded to John Wilford Jacks, of Batavia, and the second to Howard Allison, of Chester. The committee of award were Prof. William Mather, M. D., Prof. Ambrose P. Kelsey, and Prof. E. Walstein Root.

(7.) The examination for the Tompkins Mathematical prizes was held July 6th, with contestants from the Sophomore class. It was conducted by means of printed questions and problems, to which written solutions were required. The committee awarded the first prize to Kirk P. Crandall, of Babcock Hill, and the second to John C. Fowler, of Canastota. The committee were Prof. C. H. F. Peters, and Prof. Oren Root, Jr.

(8.) At the prize examination in Mechanics, July 6th, the first prize was awarded to John D. Henderson, of Norway, and the second to Geo. M. Snyder, of Honesdale, Pa., members of the Junior class. Committee: Prof. Theodore Strong, LL. D., and Prof. Charles Avery, LL. D.

(9.) Prizes were given for Essays in English Composition, on the following subjects:

In the Junior class, to J. Hazleton Willard's essay on "*Æschylus and Shakespeare as Analysts of Character*;" and to Cassius H. Dibble's essay on "*The Art of Extemporaneous Speaking*."

In the Sophomore class, to Samuel D. Halliday's essay on "*Goldsmith's Latin Epitaph*," and to James H. Ecob's essay on "*Descriptions of Nature in American Poetry*."

In the Freshman's class, to J. Platt Underwood's essay on the "*History of Time-keepers*," and to Homer W. Searle's essay on "*The Translators of Homer*."

These awards were made by two committees. One-half of the essays were examined by Henry A. Homes, Esq., Prof. Frederic S. Jewell, and Prof. Daniel J. Pratt, of Albany. The other half were examined by Hon. Lewis Kingsley, Prof. M. L. Ward, and Rev. Samuel Scoville, of Norwich. Finally, there were prize declamations on Monday evening of commencement week, by four contestants from each of the three lower classes. The successful declaimers were Chas. H. Sedgwick and Albert E. Pattison, of the Junior class; Charles H. Searle and Edward C. Crowell, of the

Sophomore class, and James H. Hoadley and Fred. A. Sackett, of the Freshman class. The committee of award were Rev. Grosvenor W. Heacock, D. D., of Buffalo, Rev. Albert H. Corliss, and Rev. Arthur T. Pierson, of Waterford.

9. *Examinations.*

In addition to the special contests for prizes, four regular examinations, open to the public, were held during the year ; one at the close of each of the three terms, and a fourth for the Senior class during the eighth week of the summer term. Each of these examinations occupied six days. Each student was required to pass an examination on all the studies of his class, and special sessions were held for the hearing of delinquents.

10. *Mode of Instruction.*

In most of the studies, recitations are made from approved text-books, with familiar explanations and criticisms by the instructor. Text-books were excluded from the class room during the hours of recitation and examination, in all cases where the nature of the study would permit it. In mathematical, philosophical, and classical studies, the blackboard was in daily use, and found to be highly serviceable as a means of instruction and mental discipline.

11. *Discipline.*

For particulars under this head the trustees would refer to chapter tenth of the printed laws of Hamilton college. A written excuse is required for every absence from duty, unless the excuse is rendered in advance. Five unexcused absences are followed by an admonition in the presence of the faculty ; a warning is given for ten unexcused absences, with a letter to the parent or guardian, and six warnings are equivalent to a suspension. A student whose standing for the course is below five is not allowed to appear on commencement day.

12. *Gratuitous Aid.*

It is provided by a resolution of the trustees, that in extreme cases, where the student's circumstances render it necessary, his bills for tuition may be remitted, provided he proves himself a worthy member of the college, and completes the undergraduate course. Under this provision, the bills of about thirty students are annually remitted. A few scholarships have been donated to the college, which yield to their occupants enough to pay the ordinary term bills of the treasurer.

13. *By-laws and Statutes.*

A revised edition of the by-laws and statutes of the college recently been published, and a copy is herewith sent to the Board of Regents.

14. *Description and Value of College Grounds, Buildings and Movable Property.*

The college grounds contain about forty acres of well improved land, ornamented with trees, shrubs and flowers, and made accessible in every part by gravel roads and walks, and on this place the college buildings are located.

The principal college buildings are as follows :

1. Three stone buildings, each four stories high, and forty feet wide by ninety-eight feet long, for study, lodging and recreation rooms. The buildings are called Hamilton Hall, or the college ; Kirkland Hall, or middle college, and Dexter Hall, or north college.

2. A stone chapel, three stories high and fifty-one feet wide by eighty-one feet long, with lecture room and library.

3. A boarding house.

4. A hall for collections in Mineralogy, Geology and Natural History.

5. A Gymnasium.

6. A Chemical Laboratory.

7. An Astronomical Observatory.

The real estate of the college is valued at \$150,000.

The Alumni and friends of the college at the west have recently raised a fund of \$30,000 for a library building, to be called "Perry H. Smith Library Hall," after the name of the principal donor ; this hall is now in the process of erection, on the east side of the college grounds, and will be completed during the next season.

A fund has been raised for building a president's house, and work is now going forward and will be finished the next season.

The movable property of the college is stated, and valued as follows :

The Miscellaneous Library	\$16,00
The Noyes Library	50,00
Apparatus in Chemical department	2,00
Apparatus in Philosophical department	2,00

Instruments in Astronomical department	\$15,000 00
Cabinet and Natural History collections.....	15,000 00
Total.....	<u>\$100,000 00</u>

Reference is made to the reports of previous years for a more detailed statement respecting the property mentioned in this article.

15. *Description and Value of the other College Property.*

The other property of the college consists of its fixed funds, which are classified as follows :

The Maynard fund.....	\$18,000 00
The other permanent funds.....	135,000 00
Total	<u>\$153,000 00</u>

These funds are invested in bonds and mortgages, the principal is inviolate, and the annual income is devoted to the payment of the salaries of the officers and the ordinary expenses of the College.

A Professorship of Agricultural Chemistry has been founded during the past year by the late Silas D. Childs, Esq., of Utica, who by his will gave \$30,000 for the support of the department.

A Professorship of Astronomy connected with the Directorship of the Observatory, has been founded during the past year by Edwin C. Litchfield, Esq., of Brooklyn, who has given \$30,000 for the support of the department.

During the past year fourteen scholarships, of \$1,000 each, have been founded and endowed by friends of the College, the income of which is appropriated to the assistance of meritorious and indigent students.

The College has, also, a general fund, of which the nominal amount is about \$25,000.

This is made up of accounts, notes and judgments. Only a part can be regarded as available ; and whatever is realized from it is applied to the payment of the current expenses of the College.

Separate foundations for prizes have also been established, which are designated as follows :

The Clark prize in Rhetoric.....	\$
The Underwood prizes in Chemistry.....	
The Curran medals in the Classics.....	
The Pruyn medal, on the duties of educated young men to the State	
The Hawley medals in the Classics.....	
The Head prize on Alexander Hamilton.....	
The Kingsley prizes on Elocution.....	
The Kingsley prizes in extemporary debate	1,
The Tompkins prizes in Mathematics	
Total.....	<u>\$5,</u>

An effort is now in progress to raise the sum of at least \$1 for the more complete endowment of the College and its departments, including its Library and collections in History.

16. *Revenue.*

This item appears under the head of income and expense.

17. *Debts.*

The total indebtedness of the College at the date of July 1867, was \$19,700, and this amount includes all debts due the College, of every description whatever, except the over-draft below.

18. *Income and Expenditures.*

The receipts of current funds during the past year have been as follows:

1. General fund.....	
2. Interest of Maynard fund.....	1,
3. Interest of other permanent funds	3,
4. Term bills.....	9,
Total.....	<u>14,</u>

The disbursements of current funds for the same period have been as follows:

1. Chemical department.....	
2. Library	
3. Officers' salaries	9,
4. Term expenses.....	

HAMILTON COLLEGE.

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5. Commencement expenses	\$479 95
6. Prizes	275 65
7. Miscellaneous expenses	646 27
8. Repairs and improvements	2,162 15
9. Interest	1,389 96
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	\$15,202 98
10. Over draft of last year	5,728 29
	<hr/>
	\$20,931 27
Deduct receipts as above	14,451 94
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Treasury overdrawn	\$6,479 33
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19. *Remarks.*

None.

All of which is respectfully submitted in accordance with a standing resolution of the Board of Trustees, authorizing the Annual Report to the Regents to be made by the President of the College and Secretary of the Board.

SAMUEL G. BROWN, *President.*

O. S. WILLIAMS, *Secretary.*

Dated, HAMILTON COLLEGE, *Dec. 28th*, 1867.

IV. HOBART COLLEGE, GENEVA, ONTARIO CO.

To the Regents of the University of the State of New York:

The Trustees of Hobart College submit the following report for the academic year ending July 11, 1867:

1. *Number and Description of the Professorships.*

The matter pertaining to this head will sufficiently appear under the next.

2. *Trustees, Faculty and other Officers.*

TRUSTEES.

William S. DeZeng, Esq.

Thomas Davies Burrall, Esq.

Joseph Fellows, Esq.

Rev. William Shelton, D. D.

Rev. William H. A. Bissell, D. D.

David Saxton Hall, Esq., *Secretary*.

John H. Chedell, Esq.

Isaac A. Hawley, Esq.

Rev. Maunsell Van Rensselaer, D. D.

Hon. James C. Smith.

William B. Douglas, Esq.

John H. Swift, Esq.

Rev. Abner Jackson, D. D. LL. D., *Chairman*.

Rev. Anthony Schuyler, D. D.

Rev. Walter Ayrault.

Rev. Andrew Hull, D. D.

Samuel H. Ver Planck, Esq.

Rev. James Rankine, D. D.

Hon. Washington Hunt.

Rev. Morgan Dix, D. D.

Joseph Juliand, Esq.

Samuel G. Cornell, Esq.

Rt. Rev. A. Cleveland Coxe, D. D.

Hon. Andrew D. White.

Edgar H. Hurd, Esq., *Treasurer*, and Trustee of Professorship and Scholarship Funds.

FACULTY AND OTHER OFFICERS.

Rev. Abner Jackson, D. D., LL. D., President and Startin Professor of the Evidences of Christianity.

Rev. William Dexter Wilson, D. D., Trinity Professor of Christian Ethics, and Professor of Logic and Intellectual Philosophy and of History.

Rev. Kendrick Metcalf, D. D., Hobart Professor of the Latin Language and Literature.

John Towler, M. D., Prendergast Professor of Natural Philosophy, College Professor of Mathematics and of Chemistry and Pharmacy, Acting Professor of Modern Languages, and Dean of the Medical Faculty.

Albert Sproull Wheeler, M. A., Professor of the Greek Language and Literature.

— — — Horace White Professor of Rhetoric and Education.

— — — Chaplain and Pastor, on the Swift Foundation.

Henry Roswell Lockwood, M. A., Tutor in Mathematics.

Frederick Hyde, M. D., Professor of the Principles and Practice of Surgery.

George Burr, M. D., Professor of General and Special Anatomy.

Nelson Nivison, M. D., Professor of Physiology and Pathology and Microscopic Anatomy.

Hiram N. Eastman, M. D., Professor of the Practice of Medicine and Diseases of Women and Children.

E. P. Allen, M. D., Professor of Obstetrics and Materia Medica.

Lyman W. Bliss, M. D., Demonstrator of Anatomy.

Rev. K. Metcalf, D. D., Librarian.

3. *Number and Classification of the Students.*

The whole number of students whose names were on the college books during the year, in the academic department, was.....	75
Seniors	20
Juniors	18
Sophomores	18
Freshmen	19
The whole number in actual attendance was.....	54
Graduates—Bachelors of Arts.....	8
Graduates—In Medicine.....	18
Masters of Arts, in Course.....	8

The average age of the graduates was a little more than twenty two.

4. *College Terms.*

First term—Sept. 6th to Dec. 18th, fifteen weeks. Second term—Jan. 10th to April 23d, fifteen weeks. Third term—May 2d to July 11th, ten weeks.

5. *Subjects and Course of Study.*

The same as by the last report, except a few unimportant differences in kind and quantity.

6. *Exercises.*

The recitations, lectures, &c., were the same as in the year before, for the most part. The difference in the two years resulted from the resignation of Professor Russell and his removal from town. He remains, however, Professor of Elocution still, and performs the duties of his department by two semi-annual visits. The other duties of the Professorship of Rhetoric were chiefly performed by the President.

At the Sophomore Exhibition, the *first* prize was taken by Beverly Chew, and the *second* by William J. Cleveland.

The prizes for "The Horace White Prize Essays" were awarded, the *first* to Edward Southgate—subject, "English Revolution of 1688"—the *second* to Lemuel Henry Wells, and was written on the same subject.

The Cobb Prizes were awarded, the *first* to James Van Voast, and the *second* to Lewis Halsey—both written on the same subject, namely, "Dryden and the Literature of the Restoration."

The Horace White Rhetorical Prize was awarded to Thomas Foot—subject of the Oration (original) "Law and Liberty."

7. *Examinations.*

Examinations of all the classes in all the studies pursued during the term, are held at the end of each term. These examinations occupy four or five days, and as many of them, especially those of the upper classes, are conducted in writing, several of them are carried on at the same time.

8. *Mode of Instruction.*

The instruction is conducted by recitations and lectures. With the younger classes it is mostly by recitations of lessons previously appointed; but as the classes advance the portion which is by means of lectures is increased until in some studies it is conducted exclusively by lectures. In this case a lecture is delivered on one

day, and the students are required to write out an abstract of the lecture and hand it in to the professor for examination the next day.

9. *Discipline.*

The discipline is administered by the President, and consists chiefly in enforcing those principles of gentlemanly and Christian conduct which all persons are expected to assent to as proper and becoming.

10. *Gratuitous Aid.*

Tuition is free to all who are on any of the scholarships, and to such other persons as the President, in his discretion, may see fit to admit to free tuition. There are at present fourteen Ayrault scholarships designed exclusively for those who are pursuing their studies with a view to the ministry of the Protestant Episcopal Church; these scholarships yield \$100 per annum. There are three Pierrepont scholarships which may be given to sons of clergymen of the Protestant Episcopal Church, being communicants, and which yield about \$120 per annum. We have also two other scholarships yielding about \$65 per annum, that may be given to any worthy students upon proper representations.

11. *Statutes and By-Laws.*

These are few, simple, and so well understood that they are out of print without any observable inconvenience.

12. *Description and Value of the Public Buildings.*

The same as last year.

13. *Description and Value of other College Property.*

Annuity from Trinity Church equal to a capital of ..	\$50,000 00
Hobart Professorship Fund	15,368 75
Horace White do	20,128 15
Prendergast do	18,149 47
John H. Swift Chaplaincy Fund.....	16,422 24
Ayrault Scholarship Fund.....	21,265 80
Pierrepont do	6,000 00
John Watts do	1,000 00
Henry Laight do	1,000 00
Horace White Prize, annuity on capital equal to	1,000 00
Cobb Prize Fund	500 00
President's House.....	5,000 00
Post House	2,000 00
Endowment Fund, not specially appropriated	3,495 00

Of this amount, however, several items, as the Chaplaincy Fund, the Scholarship and Prize Funds, are not available for general purposes. These amount to \$49,547 86. Besides this the President's house is not expected to yield income.

14. *Revenue.*

Tuition.....	\$1,228 2
Room Rent	228 6
Contingents from Students	884 2
Annuity from Trinity Church	3,000 0
Protestant Episcopal Society Annuity.....	500 0
Hobart Professorship Fund.....	1,077 0
Horace White do	1,431 0
Prendergast do	1,395 1
John H. Swift Chaplaincy Fund.....	688 2
Ayrault Scholarship Fund (commissions)	212 6
Pierrepont do	60 0
John Watts do	10 0
Henry Laight do	10 0
Horace White Prize Fund.....	70 0
Cobb do	34 2
Rent of Post House	150 0
Endowment Fund	236 2
Balance on hand July 1st, 1866	499 8

15. *Debts.*

The College is free from debt.

16. *Expenditures.*

Salaries of President and Professors	\$6,200 0
Salaries of Treasurer and Secretary of Board.....	600 0
Repairs of houses.....	7 2
Damage by fire.....	13 2
Contingent expenses.....	1,468 2
Prize Medals.....	105 0
Fines account	6 0
Water rent	4 0
Chaplaincy Fund	311 6

17. *Price of Tuition, etc.*

The tuition is (\$15) fifteen dollars per term, with the exception specified above under the head of gratuitous aid. Besides this

there is a charge of seven dollars per term upon all students indiscriminately, for incidentals or contingents. This is designed to pay the expenses of printing catalogues and other items of a general character connected with the ordinary duties of the college,—as services of a janitor, fuel for recitation rooms, etc. And there is a further item of (\$3) three dollars per annum for room rent, which is charged only upon those that have rooms in the college, making in all, tuition, contingents and room rent, \$25 per term.

All unnecessary wasting or destruction of college property is also charged as general damage in the term bills. This will of course vary from time to time, and need never be any considerable amount.

The report of the Medical Faculty, prepared by Prof. Towler, who is the Dean of the Medical Faculty, is herewith also presented. All which is respectfully submitted by the undersigned, who are a committee of the board of trustees appointed for this purpose.

WM. S. DE ZENG,
JAMES RANKINE,

Committee.

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V. UNIVERSITY OF THE CITY OF NEW YORK.

To the Regents of the University of the State of New York :

The Council of the University of the city of New York, in conformity with rules of the Board of Regents, submit the following as their report for the year ending September 20th, 1867:

1. *Description of Professorships.*

The endowed Professors from which income was received during the year, were the following:

The John Cleve Green Professorship of Mathematics and their applications.

The Johnston Professorship of the Latin Language and Literature.

The Sarah Andrews Professorship of the Evidences of Revealed Religion and Evangelical Theology.

The Sarah Andrews Professorship of Logic, and Moral and Intellectual Philosophy.

The Loring Andrews Professorship of the Greek Language and Literature.

The George Griswold Professorship of Political Science.

2. *Council and Faculties of Instruction.*

OFFICERS OF THE COUNCIL.

John C. Green	President.
John Taylor Johnston.....	Vice-President.
Howard Crosby, D.D.....	Secretary.
Wm. M. Vermilye, Esq.....	Treasurer.

MEMBERS OF THE COUNCIL.

Class of '67-'71.

Gardiner Spring, D.D., LL.D.

James Brown, Esq.

Mancius S. Hutton, D.D.

Robert L. Kennedy, Esq.

Wm. E. Dodge, Esq.

A. Oakey Hall, Esq.

Loring Andrews, Esq.

Wm. Runyon Martin, Esq.

Class of '65-'69.

Wm. W. Chester, Esq.
 Thomas Suffern, Esq.
 John C. Green, Esq.
 E. P. Rogers, D.D.
 Howard Crosby, D.D.
 James M. Brown, Esq.
 John E. Parsons, Esq.
 Wm. H. Neilson, Esq.

Class of '68-'72.

Hon. Wm. B. Maclay.
 John Taylor Johnston, Esq.
 Thomas De Witt, D.D.
 James Suydam, Esq.
 Isaac Ferris, D.D., LL.D.
 George Griswold, Esq.
 Thomas C. Chardavoyne, Esq.
 Henry Van Schaick, Esq.

Class of '66-'70.

Thomas H. Skinner, D.D.
 Charles Butler, Esq.
 Paul Spofford, Esq.
 Wm. M. Vermilye, Esq.
 Adam Norrie, Esq.
 Jonathan Sturges, Esq.
 Wm. Allen Butler, Esq.
 James K. Campbell, D.D.

MEMBERS EX-OFFICIO.

His Honor	The Mayor.
Joseph V. Barnum, Jr.	Alderman.
Don Alonzo Cushman.....	Alderman.
John Stacom	Councilman.
Stephen Roberts	Councilman.

FACULTIES OF INSTRUCTION.

I. PREPARATORY DEPARTMENT.

Principals.

David Bendan, Ph.D., Classical Department and German.
 Theodore Coleman, A. M., English and Mathematics.

Associate Principal.

Moses M. Hobby, Primary Department.

*J. B. Brown, Professor of Elocution.

David Stanton, Master in Penmanship.

J. S. Miller, Instructor in Book-keeping.

Louis Languellier, Professor of French and Spanish.

Miss L. Kittredge, Instructress in Drawing and Painting.

Professor G. W. Coakley, Lecturer on Natural Philosophy.

Robert W. Haskins, Assistant in Primary Department.

II. DEPARTMENT OF SCIENCE AND LETTERS.

Isaac Ferris, D.D., LL.D., Sarah Andrews Professor of Evidences of Revealed Religion and Evangelical Theology.

E. A. Johnson, A.M., Johnston Professor of Latin Language and Literature.

John W. Draper, M.D., LL.D., Professor of Chemistry and Natural History.

Benjamin N. Martin, D.D., Sarah Andrews Professor of Logic and Intellectual and Moral Sciences.

Richard H. Bull, A.M., Assistant Professor of Mathematics and Professor of Civil Engineering.

Rev. Henry M. Baird, A.M., Loring Andrews Professor of Greek Language and Literature.

George W. Coakley, LL.D., John Cleve Green Professor of Mathematics, Natural Philosophy and Astronomy.

Henry Draper, M.D., Professor Adjunct of Chemistry and Natural History.

† ——— George Griswold, Professor of Political Science.

‡ Martin Scheibner, A.M., Acting Professor of the French and German Languages and Literature.

Vincenzo Botta, Ph. D., Professor of the Italian Language and Literature.

‡ Rev. Angel Hereros De Mora, Professor of the Spanish Language and Literature.

David Bendan, Ph. D., Professor of the Hebrew Language and Literature, and General Instructor in German.

* Deceased during the year.

† The duties of this Professorship are temporarily performed by Professor Pomeroy of the Law Department.

‡ See article 19.

III. PROFESSIONAL DEPARTMENT.

School of Art.

S. F. B. Morse, LL.D., Professor of Literature of Arts of Design.

T. Addison Richards, N. A., Professor of Art.

School of Medicine.

*Martyn Paine, M.D., LL.D., Professor of Materia Medica and Therapeutics.

*John W. Draper, M.D., LL.D., Professor of Physiology and President of the Faculty.

Alfred C. Post, M.D., Professor of the Principles and Operations of Surgery, with Military Surgery and Hygiene.

Charles A. Budd, M.D., Professor of Obstetrics, the Diseases of Women and Children, and Clinical Midwifery.

John C. Draper, M.D., Professor of Chemistry.

Alfred Loomis, M.D., Professor of the Institutes and Practice of Medicine.

William Darling, M.D., Professor of General and Descriptive Anatomy.

J. W. S. Gourley, M.D., Professor of Clinical Surgery.

Henry Draper, M.D., Professor Adjunct of Physiology and Registrar.

Abraham Jacobie, M.D., Clinical Professor of Diseases of Children.

D. B. St. John Roosa, M.D., Clinical Professor of Diseases of Eye and Ear.

F. D. Weisse, M. D., Clinical Lecturer on Diseases of the Skin.

J. H. Hinton, M. D., Demonstrator of Anatomy.

Lectures in the Spring, Summer and Autumn Course.

Prof. A. C. Post, M. D., on Military Hygiene and Duties of Surgeons on the Field and in Military Hospitals.

Prof. M. Paine, M. D., on Fever and Inflammation.

Prof. C. A. Budd, M. D., on some diseases peculiar to Women.

Prof. J. W. S. Gourley, M. D., on Surgical operations on Field and in Military Hospitals.

Prof. Roosa, M. D., on Ophthalmology.

Prof. Henry Draper, M. D., on Microscopic Physiology.

- Dr. Pinckney, on Menstruation.
- Dr. Elsberg, on Diseases of the Throat.
- Dr. Howard, on Diseases of the Eye.
- Dr. Gillette, on Abortion.
- Dr. Mitchell, on Syphilis.
- Dr. Lewis, on the Kidneys.
- Dr. Weisse, on the Nervous System.

School of Civil Engineering, Eleventh year.

- Richard H. Bull, A. M., Professor of Civil Engineering.
- Joseph G. Foxe, A. M., Professor of Geodesy and Mechanical Drawing.

School of Analytical and Practical Chemistry.

- John W. Draper, M. D., LL.D., Professor of Chemistry.
- John C. Draper, M. D., Professor of Analytical and Practical Chemistry.
- Henry Draper, M. D., Professor Adjunct of Chemistry and Natural Science.

School of Law.

- Hon. Thomas W. Clerke, LL.D., Judge of Court of Appeals and Justice of the Supreme Court of the State of New York.
- Professor of the General Theory and Practice of American Law, including Municipal Law and Equity.
- John N. Pomeroy, A. M., LL.D., Counsellor at Law, Professor of Law of Persons and Property, Dean of Faculty.

Compensation to Instructors.

The compensation paid in the department of Science and Letters amounted to \$23,581 24. The income in the Professional Departments is appropriated by the respective Faculties and paid to the Professors, each graduate who received a diploma from the Council paying to their Treasurer a fee of \$10.

3. Number of Students.

The whole number of students was as follows:

Preparatory Department.....	.....
Department of Science and Letters.....
School of Medicine
School of Art.....

UNIVERSITY OF THE CITY OF NEW YORK.	61
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School of Civil Engineering	8
School of Analytical and Practical Chemistry	36
School of Law	25
Making a total of	<u>509</u>

The number of graduates in the various departments was as follows:

Bachelors of Arts	6
Bachelors in Science	4
Special Course	3
Bachelors in Philosophy	2
In Medicine	74
In Analytical and Practical Chemistry	10
In Law	4
In Civil Engineering	2
Making a total of	<u>105</u>

In addition to these, a number of Eclectic course men having completed the studies for which they entered, retired, having received testimonials of the studies pursued, and in which they had been examined.

The average of the ages of the graduates in Science and Letters was 22½, and of those in other departments, never under 21, and more frequently over 25.

4. *Classification of Students.*

In the Preparatory Department, there are three classifications, viz.: into Classical, Commercial and Mathematical. The Law School has the two divisions of Junior and Senior. In Civil Engineering there were two classes. In Science and Letters the following was the classification:

In the Senior class:	
Classical	8
Special and Scientific	9
	— 17
In the Junior class:	
Classical	12
Scientific and Special	2
	— 14

In the Sophomore class:		
Classical	9	
Scientific and Special	6	
	—	15
In the Freshman class:		
Classical	11	
Scientific and Special	3	
	—	14
		—
Making a total of	60	
		=

In the other departments, no classification is made.

5. *Terms and Sessions.*

In the Preparatory Department, there are four; in those of Science and Letters, and of Civil Engineering, three; in that of Medicine, one; in those of Law, and of Analytical and Practical Chemistry, two; and in Art, one.

The opening of the annual sessions varies, in the case of three occurring in September, and of three in October.

6. *Subjects and Course of Study.*

Those of the Preparatory Department were similar to those of incorporated academies throughout the State.

In the Department of Science and Letters, the studies pursued in the several classes were as follows, viz :

1. THE FRESHMAN CLASS.

In Latin, during the first term, read selections from the 6th and 9th Books of Livy, and recited four days of the week in the Syntax of Zumpt's Latin Grammar, and once in each week wrote exercises in Arnold's Latin Prose Composition. In the third term, the class read the Odes and Epodes of Horace. The exercises in Arnold and Zumpt were continued in the same way.

In Greek, during the first term, the class read Xenophon's Hellenica (as in Felton's Selections); Herodotus (those portions relating to Marathon, Thermopylæ and Salamis) in the second; and Selections from Homer's Odyssey (amounting to about two Books), in the third. Exercises in Arnold's Greek Prose Composition were continued through the year.

The class pursued the study of Mathematics one hour daily through the year; in the first two terms completing and revising

Loomis' Treatise, and in the third term seven books of his Geometry.

During the second term, the first three of the principal parts of Whately's Rhetoric were read without any important omission. Special course students gave one hour daily through the first term to the study of German and French alternately.

2. THE SOPHOMORE CLASS.

In Latin, during the second term read Cicero's Cato Major and Laelius, with selections from his letters. The written exercises in Arnold's Latin Prose Composition were continued, with recitations in the Syntax of Zumpt's Latin Grammar. During the third term, the class read the Satires and Epistles of Horace, and continued their exercises in Arnold and Zumpt.

In Greek, during the first term the class devoted four hours each week to the reading of the popular orations of Demosthenes, and two hours a week during the second term to the Alcestis of Euripides. In addition, Lectures were delivered on the physical and political Geography of Greece, and the Antiquities of the Pelasgic cities of Argolis and of Athens, in the first term, and during the second, on the introduction to Greek Literature.

In the department of Mathematics, the class began and completed, in the first term, the subject of Plane Trigonometry with its applications to the computation of the parts of any plane triangle.

Weber's Outlines of History,—the portion devoted to Modern History,—was studied, down to the beginning of the present century. The third term was occupied with the History of Literature (Spalding), the principal part of which was studied, with free remarks and discussions on English and American Literature, and Dramatic and Epic Poetry. During this term, the usual exercises in Declamation were omitted, and the time given to Lectures on Rhetoric.

Two days of each week, during the second term, were given to the study of the French language.

3. THE JUNIOR CLASS.

In Latin, during the second term, the class read selections from Tacitus in first book of the Annals, and the first book of the Histories, together with the Life of Agricola and a part of the Germania; also the third Satire of Juvenal, and the third Satire of Persius.

The study of Arnold's Prose Composition, and of the Syntax of Zumpt, was continued.

In Greek, the class devoted four hours weekly during the first and third terms, to the study of the Greek Tragedians. The Plays selected were the *Electra* of Sophocles, the *Agamemnon* of Æschylus, and the *Heraclydæ* of Euripides. A complete course of about twenty-eight Lectures was delivered on the subject of the origin and antiquity of the art of writing among the Greeks, and on the History of Greek Literature.

In the first term, the class began the study of Loomis' Natural Philosophy, and completed the first book, together with four sections of the second book. In the second term, the Natural Philosophy was completed through the subject of Optics. The third term was given to a course of Lectures on Astronomy, and an examination on the same.

During the first term, the class was principally occupied with the study of Psychology, in the Abridgment of Sir William Hamilton, the greater part of which was carefully read and reviewed. The remainder of the term was given to Guizot's History of Civilization. The beginning of the second term was given to the completion of Guizot. Thompson's Outlines of the Laws of Thought was then taken up, and the latter half, relating to Logic proper, was studied.

In the third term, Paley's Natural Theology was diligently gone over and carefully reviewed. A portion of time was also given to Comparative Physical Geography in Guyot's excellent work. The Mondays through the year were alternately devoted to Lectures on the higher Rhetoric and Criticism, and to exercises in Composition.

4. THE SENIOR CLASS.

In Latin, during the first term, read the *Rudens* of Plautus and the *Adelphi* of Terence. Lectures were also given on these authors. The class also read Cicero "*De Divinatione*," and continued the study of Arnold's Prose Composition. In Greek, the class pursued the critical study of the Epistles of the New Testament. This is a new feature in the course, adopted at the suggestion of the liberal friend and benefactor of the University whose name has been attached to the chair of Greek, and it is not premature to say that the change has commended itself to the judgment both of the instructor and the pupils. Two days each week were given to the critical exegesis of the minor epistles; and if the

ground gone over was less extensive, it was, it is believed, more thoroughly and profitably examined.

In French, the class was engaged three days each week of the second term.

In Comparative Physiology, the class took a full course, with many illustrations during the third term, notes being taken of the Lectures, and examinations had thereon.

In Chemistry, during the whole of the first term, and half of the second term, the class heard Lectures with constant experiments, and took full notes, and were weekly examined thereon. The latter half of the second term was devoted to Botany, and the third term to Geology, of both of which full notes were taken.

To Moral Science (Haven), one hour daily, four days of the week of the first term was given, and on the remaining day Lectures were delivered on the Moral Constitution of Man. In the early part of the second term, Paley's Evidences of Christianity was carefully studied, and the class heard a course of Lectures on the whole subject of Evidences of Revealed Religion. Constitutional Law was studied during the latter part of the second term, and discussions were had and twelve lectures were delivered on various great questions which occupy the American mind. The third term was given to the study of Woolsey's Introduction to International Law, with free remarks on the whole subject, and twelve supplementary Lectures.

During the first and second terms, the class on fixed days read original Essays and Reviews of the same by members of the class, and conducted Forensic Discussions.

Eclectic course students, besides taking studies in the regular classes, studied French and German.

The following tabular schemes give the studies now pursued, and the proportion of time devoted to each :

Full Course in the Department of Science and Letters.

FRESHMAN CLASS.

First Term—1st hour, Mathematics ; 2d hour, Greek ; 3d hour, Latin.

Second Term—1st hour, Mathematics ; 2d hour, Rhetoric ; 3d hour, Greek.

Third Term—1st hour, Mathematics ; 2d hour, Greek ; 3d hour, Latin.

SOPHOMORE CLASS.

First Term—1st hour, Each Monday, Essays or Declamations ; Political Economy ; 2d hour, Trigonometry ; 3d hour, Greek.

Second Term—1st hour, Trigonometry ; 2d hour, Modern Language, Greek ; 3d hour, Latin.

Third Term—1st hour, Analytical Geometry ; 2d hour, Latin ; 3d hour, English Literature.

JUNIOR CLASS.

First Term—1st hour, Natural Philosophy ; 2d hour, Natural Theology, History ; 3d hour, Modern Language.

Second Term—1st hour, Intellectual Philosophy ; 2d hour, Latin ; 3d hour, Natural Philosophy.

Third Term—1st hour, Greek ; 2d hour, Logic, Civilization ; 3d hour, Astronomy.

SENIOR CLASS.

First Term—1st hour, Moral Science, Evidences of Revealed Religion ; 2d hour, Latin ; 3d hour, Chemistry.

Second Term—1st hour, Evangelical Theology, Constitutional Law ; 2d hour, Greek, Modern Language ; 3d hour, Chemistry, Botany.

Third Term—1st hour, Evangelical Theology, International Law ; 2d hour, Comparative Physiology ; 3d hour, Geology.

N. B.—Composition and Declamation occur in terms in the Freshman, Sophomore and Junior classes during the hours with the Professor of Rhetoric. Essays, Reviews, Forensic Discussions in the Senior class during first and second terms.

Scheme of Scientific Course.

FIRST YEAR.

First Term—1st hour, Political Economy ; 2d hour, Trigonometry ; 3d hour, Modern Language.

Second Term—1st hour, Trigonometry ; 2d hour, Rhetoric ; 3d hour, Modern Language.

Third Term—1st hour, Analytical Geometry ; 2d hour, Modern Language ; 3d hour, English Literature.

SECOND YEAR.

First Term—1st hour, Natural Philosophy ; 2d hour, Natural Theology, History ; 3d hour, Modern Language.

Second Term—1st hour, Intellectual Philosophy; 2d hour, Modern Language; 3d hour, Natural Philosophy.

Third Term—1st hour, Modern Language; 2d hour, Logic, History of Civilization; 3d hour, Astronomy.

THIRD YEAR.

First Term—1st hour, Moral Science, Evidences of Revealed Religion; 2d hour, Modern Language; 3d hour, Chemistry.

Second Term—1st hour, Evangelical Theology, Constitutional Law; 2d hour, Modern Language; 3d hour, Chemistry, Botany.

Third Term—1st hour, Evangelical Theology, International Law; 2d hour, Comparative Physiology; 3d hour, Geology.

N. B.—In order to admission to this course, students must pass a satisfactory examination on the whole of Loomis's Treatise on Algebra and Seven Books of his Geometry.

Students in Civil Engineering will not be required to take the Modern Languages named in this scheme, but will have their first hour with the Professor of Civil Engineering, and when completing the course, and passing satisfactory examinations, will receive the Degree of Bachelor in Science.

Students taking the above course, and, in addition, a full course in Analytical and Practical Chemistry, and passing a satisfactory examination on the whole, will receive the degree of Bachelor in Science.

In the School of Civil Engineering.

The Junior Class studied the General Theory of Equations (Loomis); Conic Sections, by the Synthetic Method, (Loomis); Trigonometry, Plane and Spherical (Coakley, Loomis); Mahan's Industrial Drawing, with the use of instruments and practical exercises. Geometrical Demonstrations, Descriptive Geometry (Davies); Analytical Geometry (Loomis); Surveying and Navigation (Loomis); Land Surveying and Leveling (Gillespie), with the use of instruments and field operations; Natural Philosophy (Loomis.)

With the other classes they took Modern History (Weber); English Literature (Spalding); Political Economy (Wayland); with Exercises in English Composition.

The Senior Class studied Masonry and Carpentry, Construction of Bridges, Steam Engines, Locomotives, Construction of Roads and Railroads, Locations, Cuttings, Filling, and Laying of Track, Management of Railroad, Elementary, Analytical and Practical Chemistry, Geology, Mineralogy and Vegetable Physiology.

With the Classes in Letters, they studied Moral Science, Evidences of Revealed Religion, Constitutional and International Law, with Essay Writing and Forensic Discussion.

School of Law.

The following courses of study were pursued by the classes, viz:

JUNIOR CLASS.

This class studied portions of Pomeroy's Introduction to Municipal Law, Kent's Commentaries XXIV to L, Parsons on Contracts, Washburne on Real Property except those portions relating to Uses and Trusts, Remainders and Powers.

Many written lectures were given in connection with, and growing out of the subjects discussed.

THE SENIOR CLASS.

This class pursued the subjects of Corporations (Angel and Ames as a text-book), Sales, Chattel Mortgage, Bailments, Commercial Paper, Agencies, Partnerships, Maritime Law, Insurance. The instruction was given by Syllabuses referring to text-books and reports. Also, Uses, Trusts, Remainders, Powers, Wills, Equity, Jurisprudence, Remedies, Pleadings at Common Law and Equity, and under the New York Code, Practice, Evidence.

Courses of lectures were delivered in addition, viz:

Twenty, on	Constitutional Law.
Twenty, on	International Law.
Twelve, on	Forensic Medicine.
Three, on	Legal Ethics.
Four, on	Legal Classification.

Moot Courts were held each week. The cases argued were all actual cases as they arose in the courts.

Examinations.

The Annual Examination occurred in June, and occupied parts of — days. It was attended by gentlemen of the Council and members of the Faculty of Arts, as well as gentlemen of the legal profession and friends of the young gentlemen graduating,

School of Medicine.

The studies pursued are given in the Report of the Medical Faculty, which is herewith sent.

School of Analytical and Practical Chemistry.

According to former usage, two courses have been pursued.

1. Elementary Chemistry, in lessons in Qualitative Analysis.

2. A full course, embracing two terms of four months each, including the following:

The Qualitative and Quantitative Analysis of all organic and inorganic substances.

The methods for the detection of Poison.

The Physiological Examination of the various animal products and secretions.

Analysis of Gases, Atmospheric air &c., Photography, Blow-pipe Analysis, Mineral Assays, &c.

The principles of chemical research as applied to Agriculture and the Manufacturing Arts.

The use of the Microscope.

Assay of Ores, Sugars, Liquors, Soaps, Varnishes, Electro Galvanism.

7. Exercises.

Exercises in elocution are so arranged as to give each student a speech each term, and these occur daily, in the Chapel, before the assembled students, the Freshmen and Sophomores giving selected, and the Juniors and Seniors, original speeches. Besides these, all except the Seniors have a special training in the recitation room by the Professor of Rhetoric.

Exercises in composition occur in the second term of the Freshman year, and through the Sophomore course. In the Junior Class, they alternate with Lectures on Higher Rhetoric, and, in the Senior Class, with Forensic Discussions.

8. Examinations.

Each of the three terms is closed with an examination, consisting in part of oral, and in part of written exercises, as circumstances allow. The Council is represented by its committee, and the Alumni by their committee, while the doors are open to all.

9. Mode of Instruction.

Text-books are studied where practicable, and their use is accompanied with free remarks on the part of the Professor.

Lectures are given on various subjects, of which notes are taken, which are examined by the Professor.

10. *Discipline.*

Government is a very simple matter with us, being preventive, principally, while in the special cases, which are few, it is decided.

11. *Gratuitous Instruction,*

Is given in special circumstances, in all departments, according to their own arrangements. In the Department of Science and Letters, from the founding of the Institution, the tuition has been annually gratuitous to one-half the number taught, and in many other cases at reduced rates. During the last year, twenty-six have received tuition without charge, and nine at reduced rates.

12. *By-Laws.*

These remain as before stated.

13. *Edifice and Lots, &c.*

1. The University and Lots estimated as worth.....	\$350,000 00
2. The Libraries—General Library, 2,615 volumes, valued at.....	\$8,214 25
Law Library, 2,200 volumes.....	10,250 00
Libraries of College Societies, 1,200 volumes	1,900 00
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	20,364 25
Making a total of 6,015 volumes.	
3. Apparatus—Philosophical	\$2,500 00
do Chemical	2,500 00
	<hr/>
	5,000 00
4. Endowment (yielding income)	171,000 00
5. Personal property as given below	5,000 00
	<hr/>
	\$551,364 25
	<hr/>

14. *Other Property.*

This is personal, and is valued at \$5,000.

15. *Revenue.*

Our revenue is derived from tuition and incidental expenses paid by students, from rents derived from such parts of the building as are not at present required for instruction purposes, and from endowment funds, as stated in article 17.

16. *Debts.*

The University has had no debt since 1854. Accounts for passing claims are regularly paid.

17. *Income and Expenditures.*

The Treasurer's account presents the following for the Department of Science and Letters:

Income :	
Rents	\$15,840 98
Tuition	2,310 00
Diplomas	901 00
Interest on endowments:	
South Branch Railroad	\$3,420 00
Loring Andrews, U. S. B.	7,116 87
Other interest	402 12
	<hr/>
	10,938 99
Balance brought down from last year	1,847 67
	<hr/>
Making a total of	\$31,838 64
	<hr/> <hr/>
Expenditures :	
Salaries	\$23,581 29
Expenses including printing, fuel, gas, advertising, labor, insurance, parchments, collecting agent, &c.	3,901 90
Repairs	1,377 95
Apparatus, prizes	1,045 63
Janitor	500 00
Balance to new account	1,431 87
	<hr/>
Making a total of	\$31,838 64
	<hr/> <hr/>

18. *Price of Tuition.*

Each Department has its own charges for tuition, which are payable to the Treasurer of each.

In the Medical Department, per year	\$140 00
In the Law	100 00
In Analytical and Practical Chemistry	100 00
In Civil Engineering	100 00
In Art	

In the Department of Science and Letters, the charge for Tuition has always been the same, viz.: \$80 per annum, payable in half-

yearly payments. For incidentals, \$15 are paid in half-yearly payments.

19. *Remarks.*

In the close of the last report, it was stated that the University had shortly before received a liberal donation from Mr. Loring Andrews of this city, and that details would be furnished in this report. The liberal donor made the following appropriation of his gift, viz.:

Twenty-five thousand dollars, for a Professorship of Logic, Intellectual and Moral Sciences.

Twenty-five thousand dollars, for a Professorship of the Evidences of Revealed Religion and Evangelical Theology.

Fifteen thousand dollars, to complete a Greek Professorship.

Fifteen thousand dollars, for a Professorship of Political Science embracing Political Economy, Municipal, Constitutional, and International Law.

Ten thousand dollars, the income to be appropriated for Medals and Premiums for proficiency in various branches.

Ten thousand dollars, the income to be annually expended for apparatus to be equally divided between the chemical and philosophical departments.

By the addition of \$10,000 given by Mr. George Griswold to the endowment of the Griswold Professorship of Political Science in honor of a former distinguished member of the Council and liberal and active friend of the University, the Professorship was made complete. So also, by the addition of \$5,000 formerly given by Mr. James Brown, and of \$5,000 formerly given by Mr. William E. Dodge, to Mr. Andrews' gift, the Greek Professorship was made complete. Thus we report the endowment of six professorships, of the value of \$25,000 each.

Towards the close of the year, Dr. Martin Paine was made Emeritus Professor of Materia Medica and Therapeutics, and Dr. John William Draper, Emeritus Professor of Chemistry and Physiology. Dr. Henry Draper now occupies the Chair of Physiology, Dr. William H. Thompson, the Chair of Materia Medica, and Dr. John C. Draper the Chair of Chemistry in the Medical College.

Mr. T. Addison Richards, N. A., is engaged in the duties of Professor of Art, in place of Professor Cummings, resigned. Mr. H. Raven performs the work of Professor of German and H. G. Anglade that of Professor of French and of German.

20. *Close of Report.*

The preceding report having been submitted to the Council at a regular meeting held December 16th, 1867, was read and approved, and ordered to be forwarded to the Regents of the University at Albany, duly authenticated by the signature of the officers of the Council.

JOHN C. GREEN, *President*,
JOHN TAYLOR JOHNSTON, *Vice-President*,
W. M. VERMILYE, *Treasurer*,
HOWARD CROSBY, *Secretary*.

VI. MADISON UNIVERSITY, HAMILTON, MADISON (

To the Regents of the University of the State of New York :

The trustees of Madison University present the following report for the collegiate year ending August 7th, 1867 :

1. *Number and description of Professorships.*
2. *Trustees, Faculty and other College officers.*

TRUSTEES.

James B. Colgate, President, New York.
 Henry Tower, Waterville.
 Hon. Palmer Townsend, Holland Patent.
 Harvey Edwards, Fayetteville.
 Alvah Pierce, Hamilton.
 Charles C. Payne, Hamilton.
 Augustus Simons, Hamilton.
 James Gove, Hamilton.
 Hon. Alrick Hubbell, Utica.
 Hon. E. Reed Ford, Oneonta.
 David A. Munro, Camillus.
 Hon. Caleb Van Husen, Detroit.
 Hon. Charles York, Norwich.
 Ebenezer Cauldwell, New York.
 Alonzo Peck, Eaton.
 Hon. Charles Mason, LL. D., Hamilton.
 John Munro, Jr., Elbridge.
 Hon. Albert R. Fox, Sand Lake.
 Hon. Rufus F. Andrews, New York.
 Samuel Colgate, New York.
 Theodore F. Humphrey, Albany.
 Rev. William Clark, Waterville.
 Hon. George H. Andrews, Springfield Centre.
 Rev. Walter R. Brooks, Secretary, Hamilton.
 Rev. Thomas D. Anderson, D. D., New York.
 Prof. P. B. Spear, Treasurer, Hamilton.
 Hon. Thomas Cornell, Rondout.
 Henry O. Wheeler, Hamilton.

FACULTY.

George W. Eaton, D. D., LL. D., President, and Bleecker Professor of Intellectual and Moral Philosophy.

Philetus B. Spear, A. M., Professor of the Hebrew Language.

Alexander M. Beebee, A. M., Professor of Logic and English Literature.

Ezra S. Gallup, A. M., Professor of the Greek Language and Literature.

Lucien M. Osborn, A. M., Professor of Mathematics and Natural Philosophy.

Lloyd N. Andrews, A. M., Professor of the Latin Language and Literature.

William Mather, M. D., Professor of Chemistry.

Ebenezer Dodge, D. D., Professor of the Evidences of Revealed Religion.

Albert N. Arnold, D. D., Professor of Sacred Literature.

E. Dodge, Librarian.

Warren Rich, Janitor.

3. *Number of Students.*

Whole number of students connected with the College during the year	53
Number dismissed	4
Sent home by the Faculty	2
Number at close of the year	47
Graduates at Annual Commencement	10
Absent on leave	3
Whole number of graduates	595
Students for the ministry	31
None admitted under the age of fourteen.	

4. *Classification of Students.*

Freshmen	19
Sophomores	13
Juniors	7
Seniors	10
Theological students	17
Students in Grammar School	56
Whole number in the University	122

5. *College Terms and Sessions.*

There were three terms, of thirteen weeks each. First term began September 27th, 1866. Second term began January 2d 1867. Third term began May 2d, 1867.

The vacations are of eight weeks at the close of the year, of four weeks at the close of the second term, and of one week between the holidays.

The Annual Commencement was held August 7th, 1867.

6. *Course of Study.*

The sub-graduate course of study in each class during the year was as follows:

FRESHMAN CLASS.

A daily recitation in Latin, Greek, and Mathematics, and a weekly exercise in Elocution during the year.

First Term—Livy, completing thirty chapters of first book with eighty-five pages of Arnold's Prose Composition, and oral reports on Roman Antiquities and Mythology. First book of Homer's Iliad, and part of sixth book, with the Etymology of Hadley's Grammar. First five books of Elementary Geometry with a review of the same.

Second Term—Twentieth and twenty-first books of Homer's Iliad read and reviewed, with the rules of Prosody. First book of Livy finished and two chapters of the second book. Prose Composition continued to one hundred and forty-third page. Reports on Antiquities and Mythology continued, and weekly recitations in Lidell's Roman History. Review of second and part of first book of Livy. Seven books of Geometry completed and reviewed.

Third Term—Nine books of Geometry completed and reviewed with one-half of Plane Trigonometry (Davies). First book of Odes of Horace, and selections from second and third books and the Carmen Seculare. Reviewed select odes. Prosody and daily Grammar lessons. Roman History continued to chapter seventeen. Selections from first and second books of Xenophon's Memorabilia, with Syntax of Hadley's Grammar and lectures on the Greek cases. Weekly exercise in Greek New Testament.

SOPHOMORE CLASS.

Daily recitations with the Professor of Mathematics through the year. Recitations in Greek the first and second term; in German the third term, with the Professor of Greek; and in French with the Professor in Latin during the second term, and with the Professor in Rhetoric during the third term.

First Term.—Select orations of Demosthenes read and reviewed, with a review of the Greek Grammar. Plane and Spherical Trigonometry, Mensuration of Surfaces and Solids. Whately's Rhetoric completed and reviewed, with weekly exercises in Elocution.

Second Term.—Oration upon the Crown (omitting the legal argument) read and reviewed, with oral exercises in translating English into Greek. Daily recitations in French from Knapp's Grammar and Exercises. Four books of Analytical Geometry, with lectures on Physical Geography. Weekly exercises in Elocution.

Third Term.—Surveying with use of Instruments, and two books of Analytical Geometry. Daily recitations in Tacitus, reading twenty-seven chapters of the Germania, and twenty-eight chapters of Agricola, with a review of the same, and daily reviews of the Grammar. German Grammar with selections from first, second and fifth sections of Adler's Reader, (36 pages). Weekly exercises in Elocution.

JUNIOR CLASS.

First and second term with the Professor in Latin; first, second and third term with Professor in Mathematics; first and third term with Professor in Greek; second term with Professor in Rhetoric.

First Term.—Mechanical Philosophy to Hydrostatics, with a review. Prometheus Vincit read and reviewed, with History of the Greek Drama; first book Satires of Horace, Epistles to Augustus, and Art Poetica, with oral reports and lectures on Roman Literature.

Second Term.—Cicero de Officiis, twenty-six chapters of book first, with review of parts of Horace and Cicero; and oral reports and lectures on Roman Literature and Philosophy. Hydrostatics, Pneumatics, Acoustics, Electricity, and Optics, with review. Whately's Logic completed and reviewed.

Third Term.—Antigone of Sophocles, and twenty pages of second selections of German Reader. Loomis' Astronomy to four-

teenth chapter, with review. Civil History (Weber's outline) to the Crusades, with review. Weekly exercises in Elocution.

SENIOR CLASS.

First Term.—German Grammar reviewed and one hundred pages of Reader. Hebrew Grammar and exercises, and four chapters of Genesis analyzed. Civil History (Weber's), to the modern epoch, completed and reviewed.

Second Term.—Schlegel's History of Literature, important portions accomplished and reviewed. Lectures and recitations in Chemistry daily.

Third Term.—Hebrew Grammar reviewed four weeks, and four chapters of Job read and analyzed. Selections from Phædon and Plato read and reviewed. Daily written lectures on evidence of Christianity. Daily recitations in Metaphysics and Ethics.

7. *Other Exercises.*

The professors in all the departments give frequent lectures upon the subjects of study belonging to their departments.

There are two Literary Societies which have held weekly meetings for orations, essays, and extemporaneous debates, and each society has held two public meetings during the year.

The Junior exhibition was held near the beginning of the second term.

Orations were presented by the members of the Senior class before the faculty and students.

8. *Discipline.*

The discipline has been administered by a committee appointed from the faculty. The monitorial records show more than usual regularity of attendance, and success and pride in scholarship.

9. *Examinations.*

There have been two examinations attended by committees from the faculty; one at the close of the second term, on the studies of the two preceding terms, and one at the close of the third term on the studies of the year.

10. *Gratuitous Aid.*

Provision is made for the gratuitous instruction and board of indigent students for the Christian ministry, and fourteen students have been so aided during the year. There is also the Trevelyan

educational fund, furnishing twenty scholarships of \$90, and twenty of \$30, to soldiers in the late war, or sons and brothers of such soldiers.

12. *Statutes or By-Laws.*

The same as last year.

13. *College Edifices.*

Hall of Alumni and Friends	\$30,000 00
Other College buildings and grounds	20,000 00
Libraries, Minerals and Apparatus	17,000 00
Univ. Boarding Hall, Farm, and Professor's house ..	14,000 00
	<hr/>
	\$81,000 00
	<hr/>

14. *Other College Property.*

Coolidge Scholarship	\$900 00
Library Fund	5,000 00
Improvement Fund (Colgate)	11,000 00
Bleecker Fund	15,000 00
Coray Fund	15,000 00
Presidential Fund (Colgate)	30,000 00
Educational Fund (Trevor)	40,000 00
General Endowment Fund	62,715 97
Balance uninvested	573 63
	<hr/>
	\$180,189 60
	<hr/>

Invested as follows:

Bonds and mortgages	\$31,227 72
Notes of investment	13,888 25
Bank stock and other stocks	6,500 00
N. Y. State stocks	97,000 00
U. S. stocks	20,000 00
First Mortgage Railroad bonds	11,000 00
Balance in cash	573 63
	<hr/>
	\$180,189 60
	<hr/>

15. *Income and Expenditure.*

Received University bills:

College Tuition	\$1,354 75
Grammar School Tuition	822 14
Room Rent	150 00
Incidental Expenses, Students' Association	971 66
	<hr/>
	\$2,298 55

Grammar School, State appropriation.....	\$5
Diploma Fund	4
Life Insurance	
Interest balance, \$494.83 ; Interest, \$8,349 06	8,84
Expense account	11
Trevor interest.....	2,68
Improvement funds.....	3,78
Library.....	4
Total	\$18,87
<hr/>	
Paid:	
College salaries	\$10,31
Grammar School account	87
Expense account	57
Students' Association.....	1,05
Library.....	29
Trevor interest.....	2,20
Improvement Funds	1,83
Balance in hand (I. F.)	1,72
	<hr/>
	\$18,87
	<hr/>

16. *Price of Tuition.*

College tuition, per term	\$10 00
Room rent	3 00
Fuel expense bill.....	3 00
	<hr/>
	\$1
	<hr/>

Board per week, \$2.50 to \$3.

17. *Conclusion.*

The foregoing report has been made in accordance with a standing rule of the board of trustees, namely, that the reports of the faculty and of the treasurer, so far as applicable, be the report to the board to the Regents of the University of the State of New York.

Respectfully submitted,

[L. s.]

P. B. SPEAR, *Treasurer*

HAMILTON, N. Y., *December 15, 1867.*

VII. ST. JOHN'S COLLEGE, FORDHAM, WESTCHESTER COUNTY.

To the Regents of the University of the State of New York :

The Trustees of St. John's College, Fordham, N. Y., in compliance with the requisition of the Regents of the University, respectfully submit the following report for the past collegiate year ending July 2d, 1867 :

1. Number and Description of Professorships.

1. Ethics and Social Science.
2. Logic and Metaphysics.
3. Natural Philosophy and Mathematics.
4. Chemistry and Natural History.
5. Rhetoric and General Literature.
6. Belles Lettres.
7. English Literature and Commerce.
8. Geometry and Algebra.
9. Classics.
10. History.

2. Faculty and other College Officers.

Rev. William Moylan, President.

Rev. Hector P. Glackmeyer, Vice-President, Prefect of Studies, and Chief Disciplinarian.

Rev. Peter Tissot, Treasurer.

Rev. Thomas Legouais, Chaplain and Librarian.

Rev. Louis Jouin, Professor of Ethics, and Civil, Political and International Law.

Rev. Frederick Lopinto, Professor of Logic and Metaphysics.

Michael P. Costin, Professor of Physics, Chemistry, and Higher Mathematics, Assistant Treasurer.

Rev. Maurice Ronayne, Professor of History, Moderator of the Historical Association, President of the Debating Society.

Rev. John Cunningham, Professor of Rhetoric.

Arthur E. Jones, Professor of Belles Lettres and Geometry.

William J. Doherty, Professor of Classics and Algebra.

Michael Flynn, Anthony Gerhard, Hugh D. Langlois, Augustus Muller, Luke Tierney, John A. Treanor, Assistant Disciplinarians.

These gentlemen deem it to be their calling to devote themselves exclusively to the education of youth, without any further requital for their exertions than the defraying of necessary expenses. These are estimated by the Treasurer at \$14,000.

3. *Number of Students.*

The whole number of students, undergraduates, was 70.

Left during the year.....	12
Remained at the close of the year.....	58
	—
	70
	==

Graduate at the last commencement July 2d, 1867, with the degree of LL.D.....	1
Graduates at the last commencement, with the degree of A.M.,	2
Graduates at the last commencement, with the degree of A.B.,	14
	—
In all	17
	==

Average age of graduates with the degree A.B., and A.M., 19.

The number of students, who were not undergraduates, was in the

Grammar classes	152
Preparatory class.....	39
English course.....	46
	—
Not undergraduates	237
Undergraduates, as stated above	70
	—
	307
	==

Boarders.....	25
Day scholars	5
	—
	30
	==

In attendance at the commencement July 2d, 1867	23
Left during the year.....	7
	—
	30
	==

Students under 14 years of age, 39.

Students at the College at the time of making the report :

Boarders	203
Day scholars	34
	<hr/>
In all	237
	<hr/>

4 *Classification of Students.*

The undergraduates were classified as follows :

First Class, or Philosophy	16
Second Class, or Rhetoric	16
Third Class, or Belles Lettres	14
Fourth Class, or Classics	24
	<hr/>
In all	70
	<hr/>

This division corresponds to the appellation of Seniors, Juniors, Sophomores and Freshmen, adopted elsewhere.

5. *College Terms or Sessions.*

There was but one term or session, beginning on the first Wednesday of September, 1866, and ending on the second of July, 1867.

6. *Subjects or Course of Studies.*

The undergraduate course of study in each class in said college during said year, was as follows :

FOURTH CLASS—CLASSICS.

Greek.—Syntax and dialects ; Written and oral exercises ; Reading of Xenophon or Herodotus ; of the first book of Homer's Iliad.

Latin.—Syntax reviewed ; Idioms ; Prosody ; Exercises in Latin Composition—prose and versification ; Reading and literary study of Cicero's Treatises, Q. Curtius, Virgil's Georgics and Æneid (first books), and Sallust's Catiline.

English.—Lessons in English Composition and Style ; Practical exercises ; Study of Classical Authors ; Elocution.

French.—Grammar and Composition ; Idioms ; Reading of Fenelon's Telemachus.

History.—Study of Modern History.

Mathematics.—Algebra.

Religious Instruction.—A Scriptural and Doctrinal Catechism expounded by the Professor.

THIRD CLASS—BELLES LETTRES.

Greek.—The class reads Homer's Iliad, some of Euripides' Tragedies, Isocrates and Thucydides.

Latin.—Reading and literary study of Virgil's Æneid ; Livy ; Cicero's Orations ; Horace's Ars Poetica, with selections of his Odes, Satires and Epistles. Select passages of the same authors are committed to memory.

English Literature.—Lectures on English Composition, prose and poetry, illustrated by a critical analysis of the most approved classical authors ; Epistolary and Narrative Essays ; Weekly exercises in Declamation.

French.—The class reads Fenelon's Telemachus and Boileau's Art of Poetry.

History.—Study of Modern History (continued).

Mathematics.—Geometry.

Religious Instruction.—A Scriptural and Doctrinal Catechism expounded by the Professor.

SECOND CLASS—RHETORIC.

Rhetoric.—The Professor gives daily lectures, in which he develops the principles of the Rhetorical art, embodied in the best treatises of ancient and modern times, and illustrated by the practice of the greatest orators. Whatever is valuable in Cicero, in Campbell's and Blair's treatises, is unfolded to the pupils. The masterpieces of English and French oratory are reviewed and analysed, and put in contrast with finished productions of antiquity. Moreover, the utmost attention is given to English composition.

Elocution.—A whole hour is devoted every Saturday to the practice of Elocution. This preparatory exercise contributes much to the success of the Debating Society. The public debates held in February and May, promote in no small degree the same object.

Greek.—The class reads the tragedies of Sophocles and Æschylus, Plato's Apology of Socrates, Demosthenes' Philippics and Olynthiacs, and the Oration pro Corona.

Latin.—Literary study of Cicero's Orations, of Tacitus' Histories, Persius' Satires, Juvenal, Cicero's Orator.

French.—Reading and Literary Criticism of Bossuet's Funeral Orations.

History.—The class attends semi-weekly lectures on Modern History.

Mathematics.—Plane and Spherical Trigonometry, Analytical Geometry.

Chemistry.—Lessons in Chemistry with practical illustrations in the laboratory.

Religious Instruction.—Weekly lectures on the Evidences of Religion.

FIRST CLASS—PHILOSOPHY.

Mental Philosophy.—A full course. First term: *Logic*, Lectures in Latin by the Professor. Two lectures of one hour each, one in the forenoon and one in the afternoon, are given each class day. Second term: *Metaphysics*, Lectures by the Professor as for *Logic*.

The students are daily required to defend every newly expounded thesis, even against the Professor's arguing. Every Saturday one or the other takes the Professor's chair, to prove the thesis already demonstrated, and defend them against two others, appointed to propose the weightiest objections. This argumentation, always carried on in Latin, is required to be strictly logical and scholastic in form.

The like philosophical debates are held monthly before the President and the faculty.

Natural Philosophy.—Five lectures weekly, of one hour each.

Mathematics.—Binomial Theorem, Summation of Series, &c., Surveying, Plane and Spherical Trigonometry, Analytical Geometry, Differential and Integral Calculus.

Astronomy.—Herschel's, with application of Spherics to the various problems of the horary triangle.

Geology.—Lectures by the Professor.

Elocution.—Debating Society conjointly with the Rhetoricians, one hour and a half weekly.

Religious Instruction.—Weekly lectures on the Evidences of Religion.

7. Exercises.

1. Besides the Rhetorical Exercises belonging to the two first classes, (Philosophy and Rhetoric), as already reported, there were in the other classes weekly exercises in Eloquence and Composition. In the Grammar and Preparatory classes, particular attention was paid to pronunciation, spelling and letter writing, as well as to the study of French.

French.—There was daily in each class at least one exercise written on the subject matter of the lesson previously taught.

2. At the beginning of each month, in presence of the Faculty and students assembled, the respective notes of each class, assigning to each student his place, both for diligence and conduct, were solemnly proclaimed.

3. On a stated day in the week, generally from 8 to 10 A. M. on Friday, a composition was written in each class on one of the subject matters taught, and the different copies having been examined and compared by the Professor, the relative rank in merit was, on another day, assigned to each student.

4. There was a monthly distribution of testimonials of application and good conduct.

5. Declamation and delivery are not so peculiar to Rhetoric and the higher classes as to be excluded from the others. In these the students are regularly called on to declaim. This breaks the monotony of class routine, and impresses on the students the importance of the Art of Elocution.

6. Class exhibitions, comprising a review of all the matters previously taught, took place before the Christmas recess.

7. The Debating Society, aided by the College Choir and a few distinguished artists, duly celebrated our national festivals.

8. Every Sunday, during divine service, there was a sermon for the students, in the College chapel.

9. The annual commencement and distribution of premiums took place this year on the 2d of July.

Corporal Exercises.

There are three divisions of students, each of which enjoy the use of a complete gymnasium. Each division has also extensive grounds for recreation and ordinary out-door exercise.

The river Bronx, at the extremity of the College grounds together with the vicinity of the Harlem and East rivers, afford every facility for bathing and skating at the proper seasons.

8. Examinations.

Nothing has been changed in the number of examinations, as detailed in the reports of former years, or in the mode of carrying them out. Such exercises have been, as in former years, productive of the best results, and have been considered by the Faculty an excellent means of promoting emulation among the students.

9. Mode of Instruction.

As this mode has been exposed above in treating of the different classes, it will suffice here to remark that,

1. The instruction in the higher classes is partly given in the form of lectures.

2. The students of Rhetoric are required to write out in full the lectures of their respective Professors.

3. In the other classes, the Professors explain and comment on the authors in hand as fully as possible, while the students on their part must analyse, translate and imitate the classics which are proposed to them as models.

Every class hour the Professor is bound to exact one exercise and one lesson.

10. *Discipline.*

The general rules of discipline require the students,

1. To know the Rules of the College, which are read and explained every year to all.

2. To respect and obey the officers who preside over them. The mild influence of Religion is held to be the best means of securing a firm paternal authority, and of obtaining that prompt and willing obedience without which no literary institution can be successfully conducted.

The punishment ordinarily inflicted on a refractory student consists in depriving him of a part of his recreation on holidays, and imposing upon him some literary labor during that time. When the fault is repeated, or is grievous, the student is sent to the Chief Disciplinarian, who requires of him to make amends and submit.

The causes of dismissal are a positive refusal to obey, the introduction and use of ardent spirits, leaving the College without permission, and immorality.

11. *Gratuitous Instruction.*

No fund has ever been established in the College for the education of indigent students; yet, through benevolent motives, some are yearly admitted gratis, while the expenses of others have been diminished by lessening the price of the board, &c.

12. *Statutes and By-Laws of the College.*

The Board has adopted no statutes or by-laws, leaving to the Faculty the enforcement of such rules of discipline as they may think proper.

13. *Description and Value of College Buildings.*

tated in preceding reports.

In consequence of a resolution adopted in a meeting of Board, held Dec. 11th, 1863, a large building has been erected at a cost of about \$100,000, which is now finished and has been in use since September last. This building is only a portion, about fourth or fifth part, of an extensive plan, which is gradually being executed, as soon as the Board and Faculty shall have the means to continue the work begun.

14. *Other Property.*

15. *Revenue.*

Stated in preceding reports.

16. *Debts.*

One hundred and twenty thousand dollars.

17. *Price of Tuition.*

Board and tuition	\$300
Extra charge for washing, bedding, &c.....	30
Tuition for day scholars.....	60

18. *Close of the Report.*

The above report was made by the trustees at a regular meeting of the Board, held at St. John's College, Fordham, N. Y. Thursday, December 12th, 1867, at which time they authorized the Chairman and Secretary to have the above report transcribed, to sign it, affix thereto the seal of the Board, and forward the same to the Regents of the University.

[L. S.]

JAMES PERRON, S. J., *President.*

THOMAS LEGOUAIS, S. J., *Secretary.*

VIII. GENESEE COLLEGE, LIMA, LIVINGSTON COUNTY.

To the Regents of the University of the State of New York :

The trustees of Genesee College submit the following report for the year ending July 11, 1867 :

1. *Number and Description of Professorships.*

1. Intellectual and Moral Philosophy.
2. Agricultural and General Chemistry.
3. Ancient Languages and Literature.
4. Mathematics, Pure and Mixed.
5. Modern Languages.

2. *Trustees, Faculty and other Officers.*

TRUSTEES.

Rev. John W. Lindsay, D. D., *ex-officio*.

FIRST CLASS.

Denton G. Shuart, Esq., Honeoye Falls.
 Rev. Benjamin Shipman, Geneva.
 Hon. Benjamin Chamberlain, Randolph.
 Hon. Isaac Holloway, Buffalo.
 Hiram Davis, Esq., Rochester.

SECOND CLASS.

Hon. D. A. Ogden, Penn Yan.
 David Decker, Esq., Elmira.
 N. A. Graves, Esq., Albion.
 Rev. L. S. Bingham, A. M., Watertown.
 Abel Minard, Esq., Lockport.

THIRD CLASS.

Rev. John Copeland, Lima.
 Rev. William Reddy, Cazenovia.
 Rev. Albert D. Wilbor, A. M., Lima.
 Rev. K. D. Nettleton, Leroy.
 Hon. Willard Ives, Watertown.

FOURTH CLASS.

Rev. Lucius Wilcox, Canandaigua.
 Anson G. Lindsley, Esq., Rushville.
 Rev. Horatio R. Clark, D. D., Kingston, Pa.
 Rev. Thomas Carlton, D. D., New York.
 James M. Scatcherd, Esq., Buffalo.

FIFTH CLASS.

Rev. John Dennis, Rochester.
 Rev. J. W. Armstrong, A. M., Oswego.
 Francis H. Root, Esq., Buffalo.
 Rev. Sanford Hunt, A. M., Lockport.
 Rev. Glezen Fillmore, D. D., Clarence.

OFFICERS OF THE BOARD.

Francis H. Root, Esq., President.
 Rev. John Copeland, Secretary.
 Rev. Albert D. Wilbor, A. M., Treasurer and General Agent.

FACULTY.

The faculty of the college, including all the persons engaged in giving instruction during the year, consisted of a president and four professors, and one teacher temporarily employed.

The names of the several persons holding office or places, with the office or place held by them respectively, were as follows:

John W. Lindsay, D. D., President and Professor of Moral and Intellectual Philosophy.

Rev. Samuel A. Lattimore, A. M., Professor of Agricultural and General Chemistry.

Rev. Daniel Steele, A. M., Professor of Ancient Languages and Literature.

John R. French, A. M., Professor of Mathematics, Pure and Mixed.

Rev. Wesley P. Codington, A. M., Professor of Modern Languages and Belles Lettres.

Rev. Daniel Steele, A. M., Librarian.

3. *Number of Students.*

Whole number of students (undergraduates) in the year..... 10
 Number honorably dismissed.....

umber deceased	2
umber remaining at close of year.....	97
umber of graduates	10

4. *Classification of Students.*

eniors	10
eniors	13
ophomores	25
reshmen	36
udents in Agricultural Chemistry	16
Total	100

5. *Terms.*

he First Term commenced	September 20, 1866,
he do Term ended	December 19, 1866.
he Second Term commenced.....	January 3, 1867,
he do Term ended	April 3, 1867.
he Third Term commenced	April 11, 1867,
he do Term ended	July 11, 1867.

6. *Course of Study.*

We have two courses of study, Classical and Scientific. The scientific course occupies three years, and the studies are the same as the Classical course, with the omission of the Latin and Greek. The Classical course occupies four years, and was as follows, the past year :

FRESHMAN CLASS.

First Term—Robinson's Algebra to chapter eight. One Book of Livy, nearly, with daily recitations in Syntax. Twenty exercises in Arnold's Latin Prose Composition on the blackboard. Nearly two books of Homer's Iliad, with daily recitations in Etymology, and weekly recitations in Smith's History of Greece.

Second Term—Six books of Davies' Legendre's Geometry. One book of the Tusculan Disputations. Twenty lessons in Latin Prose Composition. Memorabilia of Xenophon, forty pages. Weekly exercises in Arnold's Greek Prose Composition on blackboard, with accents.

Third Term—Algebra and Geometry finished. Horace, with special attention to Prosody. Forty exercises in Arnold's Latin Prose Composition, finishing part first. In Greek, the class read sixty-eight pages of Demosthenes on the Crown, and finished Smith's History of Greece. Four lectures on the Attic orators were given to the class. They also wrote weekly exercises in Greek Prose Composition.

SOPHOMORE CLASS.

First Term.—Davies' Legendre's Trigonometry, Plane and Spherical; Davies' Plain Surveying, and Leveling, and Navigation entire. In Greek, the class read Plato's Apologia, with weekly recitations in Robinson's Greek Harmony of the Gospels. In German Grammar, Woodbury's New Method, forty-five lessons.

Second Term.—Church's Analytical Geometry, about two-thirds of the work. Horace—Ars Poetica, 1, 5, 9; Satires of the first Book; Selections from the Odes and Epodes; Weekly recitations in Robinson's Greek Harmony. In German Woodbury's New Method, lessons 46–65, also Syntax and Verbs; Special attention to German script, with exercises on blackboard. Reader, Adler's, sixty pages, with weekly exercises in German composition.

Third Term.—Church's Differential Calculus, and a portion of Integral Calculus; Hooker's Physiology, with applications of the Microscope; Grammar finished; General review. Schiller's William Tell, seventy pages, with attention to Prosody. Rhetoric, Whately's, eight weeks, fifty pages with Rhetorical Praxis daily.

JUNIOR CLASS.

First Term.—Peck's Mechanics, to Mechanics of Fluids; Silliman's Physics, beginning with chapter second, to the end, with weekly experimental lectures in Heat, Statical and Dynamical Electricity. In French, Knapp's Grammar, first seventy-five pages, also sixteen Exercises.

Second Term.—Bartlett's Acoustics and Optics, about one-half of each subject. Wells' Chemistry, with weekly lectures illustrated by experiments. Knapp's French Grammar, pages 81–130, and 170–180; Exercises, 17 to 24; Knapp's French Reader, thirty-five pages.

Third Term.—Herschel's Astronomy, about one-half of the work. In Latin, eight hundred and sixty lines of the Hercules Furens of Seneca. In Greek, the Œdipus Tyrannus of Sophocles. In French, most of the Syntax of Knapp's Grammar, with review of preceding two terms. Day's Logic, pages 1-61, also 91 and 131, with daily Logical Praxis at the board.

SENIOR CLASS.

First Term—Haven's Intellectual Philosophy. Kent's Commentaries, Lectures, 1-14, also 18 and 19. Shaw's English Literature, with occasional Lectures.

Second Term—Wayland's Moral Philosophy. Hopkins' Evidences of Christianity, with Lectures, and Lord's Modern History.

Third Term—Butler's Analogy. Dana's Geology. Throughout the course each study was thoroughly reviewed.

AGRICULTURAL CHEMISTRY.

A class of special students, consisting of sixteen, was instructed during the first and second terms in Agricultural Chemistry, using Johnston's Elements, with Lectures, and Laboratory practice.

7. Exercises.

Weekly exercises, alternately in Declamation and Composition, were required of the Freshmen and Sophomores. The Juniors and Seniors were required to declaim original compositions in the presence of the entire College. On the Friday preceding commencement, there was a Prize Declamation of the Freshman Class. The Sophomore Exhibition was held at the close of the first term, and the Junior Exhibition at the close of the second term, the exercises of the students consisting of original compositions.

The public Literary Societies held meetings weekly for debate, orations, criticisms and essays.

8. Examinations.

Each class is examined at the close of the term in the studies which they have pursued. The examinations occupy two or three days, and are conducted by the Faculty and an Examining Committee.

9. Mode of Instruction.

The general mode of instruction is by recitation from textbooks. Each student was required to be thoroughly acquainted with the subject as taught in the book, and the recitations were accompanied by remarks and lectures.

10. *Government.*

The government of the College for devotion to study, propriety of demeanor, has relied chiefly on an appeal to higher views and generous impulses which should govern engaged in literary pursuits. An account of the daily studies of each student is kept and the result is announced at the end of each term.

11. *Gratuitous Aid.*

Perpetual scholarships have been sold for \$100 each. They are transferable, and we have no students who do not avail themselves of the privilege of scholarships. The free use of the library, through favor of the holders, is secured to students in need of aid. Twenty perpetual scholarships have been placed at the disposal of the Superintendent of Public Instruction.

12. *Statutes and By-Laws.*

No change since last year.

13. *Description and Value of College Buildings.*

There are two substantial brick buildings with basements of stone, owned in common with the Genesee Wesleyan Seminary, valued at \$70,000, embracing a lot of five acres on which they stand.

1. Share of College in this property.....	\$35,
2. The College Library is valued at.....	3,
3. Chemical and Philosophical apparatus.....	3,
4. Cabinet of Natural History.....	3,
Total.....	<u>\$45,</u>

14. *Other College Property.*

Interest in farm owned in common with Genesee Wesleyan Seminary	\$6,
Interest in furniture, stock and farming tools.....	3,
Lands in Iowa, (1,000 acres).....	4,
Pew in church at Lima.....	
Watch in hands of Treasurer.....	
	<u>\$14,</u>

Other funds :		
Government Bonds.....	\$9,000 00	
Monroe County Bonds.....	4,200 00	
Ontario County Bonds.....	2,000 00	
Rochester City Bonds.....	500 00	
Stock in Cuba National Bank	10,000 00	
Toledo and Wabash Railroad Bond	500 00	
Bonds and Mortgages, Real Estate.....	54,325 00	
Centenary Funds, arranged.....	21,000 00	
Pianos	3,000 00	
		<u>\$104,525 00</u>
Interest bearing notes given for endow't ..	\$7,176 99	
do do do miscellaneous ..	915 45	
do do do subscriptions ..	2,935 00	
Short loan	475 00	
On hand	2,760 00	
		<u>14,262 44</u>
		<u>\$118,787 44</u>
Note of Mr. Atchinson, (no interest),.....		5,000 00
		<u>\$123,787 44</u>

15. *Revenue.*

Received for incidentals.....	\$329 00
do scholarships rented	394 77
do use of library	162 00
do lectures	95 00
do private examinations	45 00
do use of musical instruments	483 84
do catalogues sold.....	41 50
income from invested funds	9,225 40
	<u>\$10,776 51</u>

16. *Income and Expenditures.*

Income as above	\$10,776 51
Expenditures for fuel.....	397 64
do cleaning and lighting.....	59 42
do janitor	120 00
do postage and stationery	24 80
do freight on new pianos.. ..	14 63

Expenditures for tuning pianos for year	\$
do paper, printing and advertising..	
do legal advice and traveling expenses	
do express, interest and drafts.....	
do recording bond and mortgage...	
do insurance on pianos.....	
do repairs	\$
do on library and apparatus account..	\$
do travelling expenses.....	\$
do clerk	
do salaries	8,
	<hr/>
	\$10,0
	<hr/>

18. *Price of Tuition.*

Should any student be without a scholarship, the char
tuition for a year would be \$25.50. But all our students
the year have been upon scholarships.

19. *Close of Report.*

The above report was submitted at the regular annual m
of the Trustees, was approved and the seal of the College att
It was also directed that it should be properly authentical
the signatures of the President, Secretary and Treasurer, an
transmitted to the Regents.

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FRANCIS H. ROOT, *Presi*
JOHN COPELAND, *Secret*
A. D. WILBOR, *Treasurer.*

IX. UNIVERSITY OF ROCHESTER, ROCHESTER, MONROE COUNTY.

To the Regents of the University of the State of New York :

The trustees of the University of Rochester, in compliance with the requisition of the Regents of the University, submit the following report for the collegiate year ending July 10th, 1867, containing a true statement of facts, showing the progress and condition of the University of Rochester during and at the close of said year, in the several circumstances, as follows, viz :

1. *Number and Description of Professorships.*

The professorships established by the trustees, and filled during the past year, were as follows :

1. Intellectual and Moral Philosophy.
2. Greek Language and Literature.
3. Latin Language and Literature.
4. Rhetoric and History.
5. Chemistry.
6. Mathematics and Natural Philosophy.
7. Natural Sciences.
8. Modern Languages.

2. *Trustees, Faculty and other Officers.*

TRUSTEES.

Hon. William Kelly, President.	Edwin Pancost.
Hon. William Pitkin, V. Pres't.	Matthew Vassar.
Hon. Ira Harris, LL.D., Chancellor	Hon. Jacob Gould.
William N. Sage, Sec. and Treas.	Gideon W. Burbank.
Smith Sheldon.	James E. Southworth.
Rev. Wm. R. Williams, D.D., LL.D	Gen. John F. Rathbone.
Rev. Alonzo Wheelock, D. D.	Lewis Roberts.
Roswell S. Burrows.	Rev. James O. Mason, D. D.
Rawson Harmon.	Henry W. Dean, M. D.
David R. Barton.	Daniel C. Munro.
Hon. Elijah F. Smith.	Gen. Marsena R. Patrick.
Elon Huntington.	Rev. Velona R. Hotchkiss, D. D.

FACULTY.

The faculty of the University, including all persons engaged in giving public instruction therein during the past year, consisted of a president, six professors, and two other instructors. The other officers or servants of the University charged with duties other than those of public instruction, during the said year, were a secretary and treasurer, librarian and janitor.

M. B. Anderson, LL.D., President and Professor of Intellectual and Moral Philosophy.

A. C. Kendrick, D. D., Professor of the Greek Language and Literature.

J. F. Richardson, A. M., Professor of the Latin Language and Literature.

C. Dewey, D. D., LL.D., Professor of Chemistry.

I. F. Quinby, LL.D., Professor of Mathematics and Natural Philosophy.

S. S. Cutting, D. D., Professor of Rhetoric and History.

Henry A. Ward, A. M., Professor of the Natural Sciences.

Otis H. Robinson, A. M., Instructor in Mathematics.

James Orton, A. M., Instructor of the Natural Sciences.

Otis H. Robinson, A. M., Librarian.

W. N. Sage, A. M., Secretary and Treasurer.

J. Noble, Janitor.

3. *Number of Students.*

The whole number of students in the University during the past year was.....	10
Honorably dismissed.....	
Deceased.....	
Left from inability to maintain their standing in classes, or from illness, and by permission	
Remaining at the close of the year.....	9
Graduates at last commencement.....	2
Students at the date of this report, January 1st, 1868.....	11

Whole number of graduates..... 37

There were no students under fourteen years of age. The average age of the members of the graduating class was twenty two.

4. *Classification of Students.*

The students in the University during the past year were classed as follows :

UNIVERSITY OF ROCHESTER.

99

Seniors	24
Juniors	23
Sophomores	33
Freshmen	20
Total	100

5 College Terms and Sessions.

The terms or sessions for study in said University during the past year were as follows :

First Term, from September 13	15 weeks.
Second Term, from January 3	13 weeks.
Third Term, from April 18	12 weeks.

6. Course of Study.

The plan of instruction is so adjusted that two courses of systematic study are open to the students, one being the usual classical and scientific course, and the other a scientific course, in which modern languages replace the Greek and Latin of the ordinary University curriculum.

The regular course for all students extends through four years, at the end of which time those who have passed a good examination in the prescribed studies, are admitted to a degree; those who have pursued the entire classical course, to the degree of Bachelor of Arts, and those who have pursued the scientific course, to that of Bachelor of Sciences.

The course of study in each class for the past year was as follows :

FRESHMAN CLASS.

First Term.—A daily recitation in Greek, the class reading selections from the third book of Xenophon's *Cyropædia* ; a daily recitation in Latin, the class reading selections from the first and second books of Livy ; a daily recitation in Robinson's *New University Algebra*.

Second Term.—A daily recitation in Greek, the class reading the first and a part of the second and third books of Homer's *Iliad* ; a recitation in Latin, the class reading part of the twenty-first book of Livy ; a daily recitation in Mathematics, class completing Robinson's *New University Algebra*.

Third Term.—A daily recitation in Greek, the class reading selections from the first and second books of Thucydides, and the

fourth Pythian Ode of Pindar; daily recitations in Robinson's New Geometry and Trigonometry; a daily recitation in Bain's Composition and Rhetoric.

The Greek recitations were accompanied with essays in the Mythology and early History of the Greeks, and both Greek and Latin with constant grammatical exercises and frequent familiar lectures on Greek and Roman Antiquities.

SOPHOMORE CLASS.

First Term.—A daily recitation in Latin, the class reading selections from the Satires of Horace and of Juvenal, with constant exercises in Latin Composition; a daily recitation in Mathematics, the class completing Robinson's New Geometry and Trigonometry, plane and spherical, and the Mensuration of Surfaces and Solids; a daily recitation in Whately's Rhetoric.

Second Term.—A daily recitation in Robinson's Analytical Geometry, the class completing the work with the exception of the eighth and ninth books; a daily recitation in Greek, the class reading three of the smaller political Orations of Demosthenes, with lectures on Grecian History; a daily recitation in Whately's Logic, with lectures.

Third Term.—A daily recitation in Latin, the class reading from the Histories of Tacitus; a daily recitation in Robinson's Surveying, completing the work, and Silliman's Physics; a daily recitation in French.

JUNIOR CLASS.

First Term.—A daily recitation in Silliman's Physics, completing subjects of Gravitation, Theory of Machinery, Molecular Forces, Solids, Fluids and Pneumatics; a daily recitation in Greek, the class reading selections from Æschylus and Sophocles, with lectures; a daily recitation in Thompson's Logic, with lectures.

Second Term.—A daily recitation in German; a daily recitation in Anatomy, Physiology and Zoology; a daily recitation in Silliman's Physics, completing Acoustics and Optics, and Porter's Chemistry.

Third Term.—A daily recitation in Latin, the class reading from the Odes and Epistles of Horace; a daily recitation in Porter's Chemistry, and Olmsted's Astronomy; a daily recitation in Political Economy and English Literature.

SENIOR CLASS.

First Term—Lectures and recitations in Intellectual Philosophy—one hour a day for the first half, and two hours a day for the second half of the term. A daily recitation in Greek, the class reading selections from the Theaetetus and the Phaedo of Plato, with lectures on Greek Philosophy. A daily recitation for half a term in Astronomy.

Second Term—A daily recitation in Guizot's History of Civilization in Europe. A daily recitation in Latin, the class reading from the De Natura Deorum, with lectures on Roman Philosophy. A daily recitation in Geology.

Third Term—A daily recitation in Intellectual Philosophy. A daily recitation in International and Constitutional Law. A daily recitation in Moral Philosophy and in Mineralogy.

Resident Graduates.

The resident graduates pursue advanced studies, under the instruction of Professors, in such departments as the students may select.

Extra Studies.

Extra recitations have been attended during the year by undergraduates in Livy, and in the Differential and Integral Calculus, in addition to the required course.

7. *Exercises.*

In English composition and delivery, the Seniors delivered original orations before the Faculty and students of the University during the first and second term, two of the class speaking each week.

The Juniors delivered original orations in the chapel during the third term of the year, two of the class speaking each week.

The Juniors and Sophomores had a weekly exercise in the composition of essays, under the criticism of the Professor of Rhetoric.

The Freshman Class read essays during the third term, in rotation, two essays daily.

In addition to weekly exercises in Declamation, the Sophomores and Freshmen received a course of elementary instruction in pronunciation, emphasis, modulation and rhetorical action.

Oral and written exercises in Greek and Latin composition, with criticism before the class, were connected with the Greek and Latin recitations of the Sophomore and Freshman classes.

8. *Examinations.*

Each class is publicly examined at the close of each term's study. The examination is conducted by the officer in charge of each study, in the presence of the President and members of the Faculty and such visitors as are in attendance.

An entire day is devoted to each class in each examination, and the examinations are conducted by a combination of written and oral exercises.

In Greek and Latin, previous to the regular oral examinations, the students are required to make a written translation of a passage selected by the Faculty, without the aid of notes and lexicons.

In Rhetoric and Philosophy, the classes are required to make written discussions of subjects selected from the term's study, in the presence of the examining officers.

The *viva voce* examination takes place subsequently, in the usual manner.

9. *Mode of Instruction.*

In the Sophomore and Freshman classes, the instruction is mainly given by the text-books, accompanied by searching analysis of the author and subject studied.

In those English studies which admit of it, the student is required to give in his own words an outline of the author studied. The questions of the teacher, being supplementary, are designed to draw out the student's conception of the author's ideas, and the independent thought which the student himself may have developed on the subject under discussion.

In the higher classes, lectures are constantly connected with the subjects studied in the text-books.

Lectures are given during the year on the following subjects:

1. English Language and Literature.
2. Natural Philosophy.
3. Chemistry.
4. Geology.
5. Mineralogy.
6. Botany.
7. Ethnology.
8. Ancient and Modern History.
9. Greek and Roman Literature.
10. Greek and Roman Philosophy.
11. Intellectual and Moral Philosophy.
12. Political Economy.

With a few exceptions, the students are examined on the subject matter of the lectures as well as the text-books.

The recitations are held ordinarily from 9 to 12 A. M., each working day, with the exception of Saturday, on which the exercises are somewhat shorter.

10. *Discipline.*

The discipline of the University is chiefly moral. There is no written code to regulate the conduct of the students, and the Faculty rely mainly upon examples, general suggestions, and personal association and intercourse, to secure on the part of the students, propriety of conduct and gentlemanly behavior.

When these means, faithfully applied, have failed, it is considered as proof that the delinquent is unfit for the association and privileges of a literary life, and the parent or guardian is requested quietly to remove him from the University.

The plan of the University dispenses with college dormitories, as a source of serious evils, and experience thus far has shown that a residence in moral and religious families is every way more desirable for the student.

Punctual attendance on all the required exercises is diligently enforced. An exact record of all absences and delinquencies, as well as of attendance, is kept, together with an estimate of the excellence of each recitation. These records form a history of each student during the period of his residence.

11. *Gratuitous Aid.*

Forty scholarships, of one thousand dollars each, have been endowed for the use of students for the Christian ministry.

Forty such students have received aid during the past year. Twelve free scholarships have been guaranteed to the common schools of the city of Rochester. Three are selected each year, under proper regulations, from these schools. The effect upon the schools has been stimulating and salutary.

12. *Premiums.*

Premiums are open for competition to those students only who are present in the University during the year, are regular in their attendance upon all required exercises, and whose standing shall be good in the studies of each department. Premiums may be divided at the discretion of the committee of award.

SENIOR CLASS.

A premium is given to the member of the Senior class who shall write the best essay on a subject selected by the Faculty.

JUNIOR CLASS.

A premium is given to the member of the Junior class who shall pass the best examination upon some portion of a Greek author selected by the Faculty, which shall have been read in addition to the regular and required course of Greek study.

SOPHOMORE CLASS.

A premium is given to the member of the Sophomore class who shall pass the best examination upon some portion of a Latin author selected by the Faculty, which shall have been read in addition to the regular and required course of Latin study.

A premium is given for the best exercise, by a member of the Sophomore class, in declamation.

FRESHMAN CLASS.

A premium is given to the member of the Freshman class who shall pass the best examination upon some mathematical discussion selected by the Faculty.

13. *Statutes or By-Laws of the University.*

These are few, and have not yet been matured, time being necessary to enable the trustees to adapt them to the condition and exigencies of a new institution. They will be transmitted to the Regents as soon as they shall receive their final form.

14. *Description and value of College Buildings, &c.*

1. Anderson hall; lands and improvements.....	\$77,848 68
2. Cabinet, at net cost	21,507 12
3. Library, at net cost	11,073 97
4. Philosophical and chemical apparatus	2,739 90
5. Furniture	2,682 06
6. Mount Hope lot	115 00
	<hr/>
	\$115,966 73
	<hr/>

15. *Description and value of other College Property.*

1. Bonds and mortgages.....	\$21,100 61
2. Monroe county 7 per cent bonds	20,500 00
3. United States bonds.....	14,000 00
4. Rochester city bonds	6,900 00
5. Ulster county bonds.....	2,000 00
6. Western Union Telegraph bonds	500 00
7. Peninsula Railroad bonds	10,000 00
8. Detroit, M. & Toledo Railroad bonds	2,000 00
9. Brockport Village Normal School bonds	10,000 00
10. Plankroad stocks	400 00
11. Bills receivable mainly for subscription	43,602 75
12. Subscription account	21,800 00
13. Due from students for tuition.....	6,175 00
14. Due from N. Y. B. U. for M. E. Ed.	50 00
15. Cash on hand, mostly drawing interest	8,889 93
	<hr/>
	\$167,918 29
	<hr/>

16. *Debts.*

Due professors and other officers.....	\$4,400 00
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17. *Revenue.*

1. Amount charged for tuition	\$5,595 00
2. Amount received for interest.....	\$7,610 84
Less amount paid out	400 77
	<hr/>
	7,210 07
3. Amount received for diploma.....	379 00
4. Amount received Isaac Davis prize fund.....	70 00
5. Amount received room rent	537 50
6. Amount received catalogues	6 25
7. Amount received E. T. Oatley	10 00
8. Rathbone library fund.....	
Expended on library	\$830 73
Expended on librarian.....	200 00
Books from Germany.....	468 37
	<hr/>
	1 499 10

18. *Income and Expenditure.*

Balance of income as above	\$15,
	<hr/>
1. Officers, agents and servants paid.....	\$13,
2. Current expenses, including repairs, insurance, &c.	1,
3. Free tuition, given away.....	1,
4. Isaac Davis prize fund.....	
	<hr/>
	\$17,
	<hr/>
Expenditure over income	\$2,
	<hr/>

19. *Price of Tuition, &c.*

1. Tuition per annum	
2. Incidentals per annum.....	
3. Room rent.....	--
4. Other expenses.....	--
	<hr/>

20. *Close of Report.*

This financial report was presented at the annual meeting of the board of trustees, at Anderson Hall, July 9th, 1861, and was adopted and approved. The seal of the University, with the signatures of the president and secretary ordered to be affixed to the same and forwarded.

[L. S.]

WILLIAM KELLY,

President of the Board of Trustees.

WILLIAM N. SAGER, *Secretary and Treasurer.*

X. UNIVERSITY OF ALBANY—LAW DEPARTMENT.

To the Regents of the University of the State of New York :

The Trustees and Faculty of the Law School of the University of Albany, in compliance with the requisition of the Regents of the University, submit the following report of the origin, organization, course of study, methods of instruction, and other matters relating to said school :

The University of Albany was incorporated in 1851 ; it had no endowment, but its act of incorporation authorized the creation of Law, Medical, Literary and Scientific Departments. Of these, the Law Department, known as the Albany Law School, has been the only one created under the act. This department was organized in 1851, by the appointment of three Professors, to each one of whom have been assigned certain specified legal topics. The Professors, and topics assigned to each, were, and still are, the following :

Hon. Ira Harris, LL.D., Practice, Pleadings, Evidence.

Hon. Amasa J. Parker, LL.D., Real Estate, Wills, Criminal Law, Personal Rights, Domestic Relations.

Hon. Amos Dean, LL.D., Personal Property, Contracts, Commercial Law.

Course of Study and Methods of Instruction.

The course of study and methods of instruction have been adopted solely in reference to the duties and professional career of the practicing lawyer. The young man is required to do that as a student which will afterwards be required of him as a lawyer. His first object is to acquire a knowledge of the legal principles in connection with their applications to the facts to which they are related, and from which they are derived. With this view he is required to attend and take minutes of lectures and references to adjudged cases. By these means he acquires the legal principles, and the cases which sustain, carry out, and apply them to their appropriate facts. Two of the morning hours of each day of the week, except Saturdays, the student devotes to the hearing and taking down of lectures. These possess him with the most import-

ant legal principles which, by means of the cases referred to, and his own reflection, he is to master and apply during the day. In the cases which make these applications he is expected to do his principal reading. He will find these cases in the English and American Reports, and these Reports are in the Law Libraries of the different lawyers of the city, in that of the Law School, and in the State Library. In addition, the students are daily examined as to topics embraced in the lectures. Thus the Professors are enabled to give a thorough course of instruction in the mode best calculated to fix permanently in the student's mind the legal principles he is required to master, and at the same time to accustom him to exercise a great readiness in their different applications. No previously acquired classical or legal knowledge is necessary to entitle any one to enter the Law School, and in those cases where the mind is mature, and accustomed to the systematic exercise of its powers, such entry is recommended at the commencement of his course of legal study. It is economy, both as to time and money, thus to lay a substantial foundation at the outset.

Moot Courts.

The Moot Courts are designed to afford the student opportunities for the special investigation of legal questions; the preparation of points and briefs; and to train him in the best manner of conducting legal arguments. Two of these are held each week. At each one, questions previously given out are argued by four of the students, previously appointed. Their argument being concluded, the question goes to the entire class, and is there discussed and decided. Besides the arguments by the disputants, the verbal discussions in the class, and the opinion of the presiding Professor two opinions are also prepared by two of the students, previously appointed, and read before the class before the decision of the question.

Terms of the School and Topics Lectured upon, each Term.

There are three terms of the Law School held each year, called Fall, Winter and Spring; each term continuing for twelve weeks. The Fall term commences the first Tuesday of September; the Winter, the last Tuesday of November, and the Spring the first Tuesday of March. The school has no collegiate year. Students may enter at the commencement of each term with equal advantage, and by continuing during the one at which they enter and the two succeeding ones, may become candidates for graduation.

Professor Dean lectures, during the Fall term, upon the Law of Personal Property, of Contract and of Partnership. During the Winter Term, upon the Law of Corporations, the Contract of Sale, Negotiable Paper, and Suretyship and Guaranty. During the Spring Term, upon the Law of Fixtures, the Bankrupt Law, the Law of Bailments, of Principal and Agent, and of Insurance.

Senator Harris, during the Fall Term, lectures upon Common, Statute and Constitutional Law, Common Law and Equity Practice, and a comparison of both with that under the New York Code.

During the Winter Term, upon the General Principles of Equity Jurisprudence, upon Common Law and Equity Pleadings, and pleadings under the New York Code.

During the Spring Term, upon the Law of Evidence.

Judge Parker, during the Fall Term, lectures upon Criminal Law and Rights of Persons, including Remedies for Private Wrongs.

During the Winter Term, upon the Law of the Domestic Relations, and upon Real Property.

During the Spring Term, upon the Law of Real Property, including Uses, Trusts, Powers and Wills.

Text-Books.

The Professors do not recommend any large amount of reading to be done in text-books. They know that the good lawyer can only be made by the thorough examination and investigation of legal principles as they are reasoned out and applied in the adjudged cases. For the purpose, however, of occasionally occupying their time in a not unprofitable manner, and more especially to enable the students at their greater leisure, to search out and find authorities in their moot court questions, the following Text Books are recommended: Kent's Commentaries, Parsons on Contracts, Broom's Legal Maxims, Collyer on Partnership, Bouvier's Law Dictionary, Angel and Ames on Corporations, Hilliard on Sales, Edwards on Bills of Exchange and Promissory Notes, Edwards on Bailment, Dunlap's Paley on Agency, Reeves' Domestic Relations, Wharton's Criminal Law, Wait's Law and Practice, and such others as are specially recommended during the course of lectures.

Requirements for Graduation.

The applicant must be twenty-one years of age, must sustain a good moral character, must have attended three full terms of the

Law School, must have sustained, during the course, satisfactory examinations, and prepared a dissertation on some legal subject; upon depositing which, and paying a graduating fee of ten dollars, he can, if duly qualified, receive a diploma from the University, conferring the Degree of Bachelor of Laws, which admits to practice both as attorney and counsellor at law, in all the courts of this State.

Building, Library, Debt.

The building in which the School is conducted, is the south wing of the Albany Medical College building. The land belongs to the city of Albany, and is leased by the Law School at a merely nominal rent. The building has been erected by the Law Faculty for the University, with the aid received by them from a few generous individuals. The institution is free from debt. The Law Hall contains a very respectable Law Library, worth \$2,000, which is leased to the Law School, and is exclusively devoted to the use of the students.

Income, Tickets, Expense and Catalogues.

The professors have no other income or compensation than that which is derived from the sale of tickets to the students. These tickets are for single terms, or for the course. The fee for a single term is fifty dollars; for two terms, ninety, and for three terms, one hundred and thirty dollars; in each case payable in advance. The total amount of income depends upon the number of students in attendance, and that varies with each term. The number of students during the past year was one hundred and seven; the number of graduates, one hundred and four. The necessary expenses to the student, including board, etc., for the whole course is about \$500. Circulars and catalogues, giving more definite and detailed information, are published annually, near the close of the Spring term, and may be obtained on application to either of the Professors.

[L. S.]

THOMAS W. OLCOTT,

President of the University of Albany, N. Y.

ORLANDO MEADS, *Secretary.*

XI. ELMIRA FEMALE COLLEGE, ELMIRA, CHEMUNG COUNTY.

To the Regents of the University of the State of New York :

The Trustees of the Elmira Female College, in compliance with the requisition of the Regents of the University, respectfully submit the following report for the collegiate year ending July 1st, 1867 :

1. *Number and description of Professorships.*

It is an essential part of the plans of the College to place the several leading departments of instruction under regularly endowed professorships. These plans are now in such hopeful progress that during the coming year it is expected that the endowed chairs of instruction will be definitely arranged and designated.

2. *Trustees, Faculty and other Officers.*

TRUSTEES.

Simeon Benjamin, Esq., Chairman, Elmira.
 Rev. Augustus W. Cowles, D. D., Elmira.
 Hon. John T. Rathbun, Elmira.
 Hon. John I. Nicks, Elmira.
 Newton P. Fassett, Esq., Secretary, Elmira.
 Rev. George C. Curtis, D. D., Elmira.
 Rev. Isaac Clark, Elmira.
 Jervis Langdon, Esq., Elmira.
 Rev. Isaac N. Wyckoff, D. D., Albany.
 Hon. Thomas A. Johnson, LL.D., Corning.
 Solomon Jenner, A. M., New York.
 Rev. A. Augustus Wood, D. D., Geneva.
 Rev. Benjamin M. Goldsmith, Benton.
 Rev. George N. Boardman, Binghamton.
 William Alling, Esq., Rochester.
 George Sidney Camp, Esq., Owego.
 John G. K. Truair, Esq., Syracuse.
 E. B. Jones, Esq., Penn Yan.
 Sylvester Willard, M. D., Auburn.

FACULTY.

Rev. Augustus W. Cowles, D. D., President and Professor of Sacred Literature, Mental and Moral Science.

Rev. Darius R. Ford, A. M., Professor of Physical Science, Mathematics and Astronomy.

Miss Anna M. Bronson, Lady Principal and Preceptress in History, Physiology and English Literature.

Miss Eliza Harriet Stanwood, Preceptress in Latin and Algebra.

Miss L. Amelia Dayton, Preceptress in the Department of Modern Languages.

Miss Jane E. Allen, Teacher of Gymnastics, Arithmetic and History.

Miss Sarah H. Bradish, Miss Ida Bronson, Mrs. Mary Alice Seymour, Teachers in the Department of Music.

Mrs. Fidelia E. Stanley, Head of Domestic Department and Superintendent of Permissions.

Miss Delia Dexter, Teacher of Oil Painting.

William Franklin Benjamin, Clerk and Steward.

3. *Number of Students.*

Whole number actually in attendance during the collegiate year, including both collegiate and preparatory departments	134
Whole number in regular College classes	64
Number of graduates	14
Whole number of graduates (nine classes)	114

No student in any of the college classes was under fourteen years of age. This is the age required for admission to the lowest class in the preparatory department.

4. *Classification of Students.*

The students have been classified, according to the well known method of a full collegiate course, in four annual graded classes. Students are promoted from one class to another only upon thorough and careful examination, both in the middle of the year and at its close. The preparatory department is also graded in two annual classes, called First and Second Academic.

The classes numbered during the year as follows :

Seniors	14
Juniors	14

Sophomores	15
Protomathians	23
	<hr/>
Total collegiate (full course)	64
	<hr/>
Second Academics	27
First Academics	37
Unclassed Eclectics	6
	<hr/>
Total Preparatory and Eclectic	70
	<hr/>

5. *College Terms and Vacations.*

The collegiate year is divided into two sessions, of twenty weeks each, the first beginning in the first week in September; the second in the early part of February, after a vacation of two weeks. The close of the collegiate year is followed by a vacation of ten weeks.

6. *Course of Study.*

It has been a most grave and difficult problem to arrange a suitable course of collegiate instruction for young ladies. Suitable regard must be given to the requirements of physical culture, so as not to overload the more delicate female constitution. Care must be taken not to discourage those departments of *Æsthetic* culture, which are so highly and properly esteemed in social life.

How shall these ends be secured with a really thorough and extensive course of study, equivalent in its breadth and value to the usual undergraduate course in Colleges for the other sex?

This College has aimed at this as its definite purpose, and it has been with gratifying results. It has as yet preferred to err on the side of substantial thoroughness, even though less attractive to the masses. No diploma is given except for a full course in Latin, French and German or Greek, with the usual collegiate studies in Mathematics, Sciences, History, Philosophy and Criticism. The diploma confers the usual Baccalaureate degree.

The studies pursued by the several College classes during the year were as follows:

PROTOMATHIAN CLASS (FRESHMAN).

First Session.—Cicero's Select Orations, and Robinson's University Algebra, Miss Stanwood; Physical Geography, Professor Ford; Drawing, Miss Nye.

[Senate, No. 49.]

Second Session.—Sallust, Robinson's Algebra, finished, Miss Stanwood; Botany, with lectures and class excursions, Professor Ford.

SOPHOMORE CLASS.

First Session.—Horace, Odes, Secular Hymn, *Ars Poetica* and Satire IX, Book 1, with lectures and exercises in scanning in all metres, President Cowles; Geometry begun; Political Economy with lectures on Law, Professor Ford; French, Miss Dayton.

Second Session.—Geometry and Trigonometry finished; Natural Philosophy, Professor Ford; French continued, Miss Dayton. Spalding's English Literature, with specimen readings from various authors, Miss Bronson.

JUNIOR CLASS.

First Session.—French Literature, selections, with Noel and Chapuisal's Grammar, German begun, Miss Dayton; Chemistry, with experiments by the class, Professor Ford.

Second Session.—French and German continued, Miss Dayton; Geology and Mineralogy, Professor Ford; Haven's Mental Philosophy (intellect and sensibilities), with written abstracts by the class, and lectures on Ancient and Modern Philosophy, President Cowles.

SENIOR CLASS.

First Session.—Mathematical Astronomy, with original observations and calculations at the Observatory, Professor Ford; Alexander's Evidences and Hopkins' Moral Philosophy, President Cowles.

Second Session.—Astronomy with use of Telescope and Transit, at the Observatory; Butler's Analogy, Kames' and Schlegel's History of Literature, President Cowles.

During this session, President Cowles gave to the Senior class a daily lecture, in connection with readings and comments on Ruskin's Works, upon the History and Philosophy of the Fine Arts. These lectures were illustrated by engravings and drawings, many of which were prepared expressly for the class from celebrated works of Architecture, Sculpture and Painting.

7. Exercises.

All the students meet weekly in classes for the study of Rhetoric and Composition. The several classes in rotation, one in each week

recite publicly in chapel. This brings every study and every teacher before the entire College in what is termed a specimen recitation.

Literary exercises are also held by the two societies, Callisophia and Philomatheia, consisting of original essays, recitations, discussions and critical reviews. Bible classes are held every Sabbath, and chapel exercises, consisting of reading the scripture, singing and prayer, are held twice each day.

8. *Examinations.*

A careful merit roll is kept, and no student is advanced to a higher class position, unless a satisfactory grade of scholarship and conduct is maintained. At the close of each session, a public examination is conducted in presence of the Faculty and a Board of Examiners and such visitors as may be in attendance.

9. *Mode of Instruction.*

Instruction has been chiefly given in connection with text-books, with free remarks and lectures. In the more advanced classes, written abstracts and notes of lectures are required.

10. *Discipline.*

With few exceptions the students form one family, and are under the care, supervision, and personal influence of the teachers and matron.

The administration of discipline is designed to be such as should prevail in refined, intelligent christian families, and is always characterized with kindness, patience and courtesy, yet with such firmness as to secure complete and willing obedience to the rules and regulations of the College. The success of the College in this difficult department of education, has been in the highest degree gratifying.

11. *Gratuitous Aid.*

None. Arrangements are in prospect, in connection with the late appropriation from the Legislature, to furnish aid to worthy and needy young women who desire a superior education.

12. *Statutes and By-Laws.*

None have been formally enacted by the trustees. The Faculty have adopted, from time to time, such regulations as are found needful for the government of the College.

13. *Description and Value of College Buildings.*

The principal College edifice is a structure of great architectural elegance, consisting of a central octagon of about seventy feet diameter, with two wings extending each nearly eighty feet and terminating in towers. This building contains an elegant chapel, parlors, society halls, dining room, laboratory, lecture and class-rooms, music rooms, and rooms for about one hundred and thirty students. The whole building is heated by ten of the largest hot-air furnaces, is lighted with gas in all the rooms, and is furnished with water on every floor.

The College also owns a commodious residence occupied by the President.

Present value of College edifice	\$100,000 00
Present value of grounds.....	30,000 00
Present value of President's house.....	5,000 00
	<hr/>
Total value of real estate.....	<u>\$135,000 00</u>

14. *Other College Property.*

Bonds and mortgages belonging to the Benjamin endowment fund	\$9,500 00
College and society libraries	2,000 00
Furniture and fixtures	10,000 00
Musical instruments	2,500 00
Chemical and Philosophical apparatus	1,000 00
Cabinet of minerals, fossils, &c	1,000 00
	<hr/>
	\$26,000 00
	<hr/>
Whole amount of property	<u>\$160,000 00</u>

15. *Revenue.*

Total amount of term-bills for the year	\$20,603 35
Interest on endowment.....	525 00
	<hr/>
	<u>\$21,128 35</u>

16. *Debts.*

Due Benjamin endowment fund, only the interest of which is payable, to form a perpetual fund.....	\$9,500 00
Funded debt	10,000 00
	<hr/>

17. *Income and Expenditure.*

Cash receipts from term bills	\$20,603 35
Cash receipts from former bills	589 65
Interest of Benjamin endowment	525 00
	<hr/>
	\$21,718 00
	<hr/> <hr/>

Expenses:

Salaries for instruction	\$6,050 00
Other salaries and wages	2,980 00
Table expenses	7,000 00
Gas	855 00
Fuel	1,530 00
Insurance	265 00
Printing and catalogues	295 50
Tuning and repair of pianos	367 00
Sundry current expenses	2,392 63
Repairs and improvements	760 04
	<hr/>
	\$22,495 17
Interest on endowment	1,500 00
Interest on funded debt	904 00
	<hr/>
Total expenditure, including \$1,500 placed in en- dowment fund	\$24,899 17
	<hr/> <hr/>

18. *Price of Tuition.*

Tuition for the year, embraced in this report, was included in one charge with board, furnished room, light and fuel. The whole charge for these was \$220 per year of forty weeks.

19. *Close of Report.*

The above report is submitted by the executive committee, in accordance with a standing resolution of the trustees, directing them to make the annual report and affix the seal of the college, with the signature of the chairman and secretary of the board.

[T. S.]

S. BENJAMIN, *Chairman.*N. P. FASSETT, *Secretary.*

XII. ST. LAWRENCE UNIVERSITY, CANTON, ST. LAWRENCE COUNTY.

To the Executive Committee of the Board of Trustees of St. Lawrence University :

The undersigned, principal and professor in the St. Lawrence University, in accordance with the requirements of the Regents of the University, would submit the following report in regard to the course of study, number and standing of the students who have been connected with the University during the year ending July 1, 1867.

The academical department was opened for the reception of students April, 1852, and maintained until July 1, 1866, when, by vote of the executive committee, it was given up. Three years before this a collegiate department was opened, and a regular course of study—scientific and classical—was arranged, similar to that pursued in other colleges, and up to the close of the last year, eight students, having completed the course, were graduated. For the last year the collegiate department has been maintained, and thirty-nine students admitted to it, and eleven who wished to fit themselves for a higher course, have pursued the preparatory course of study.

The course of study, as at present arranged, is as follows :

Scientific Course.

Candidates for admission to this course are examined in Arithmetic, Elementary Algebra, English Grammar, Geography, and History of the United States.

FRESHMAN YEAR.

Fall Term.—Robinson's University Algebra; Quackenbos' Rhetoric; Fitch's Physical Geography; Analytical Exercises in Milton.

Winter Term.—Algebra completed; Willson's or Weber's General History; Rhetoric completed; Hitchcock's Physiology.

Spring Term.—Robinson's Geometry; General History; Agassiz's Zoology.

SOPHOMORE YEAR.

Fall Term.—Geometry completed; Youman's Chemistry; Liddell's Roman History; March's Method of Philological Study; French.

Winter Term.—Trigonometry and Conic Sections; Chemistry completed; Roman History; French.

Spring Term.—Analytical Geometry; Surveying; Gray's Manual of Botany; English Analysis; French.

JUNIOR YEAR.

Fall Term.—Loomis' Calculus; Wayland's Mental Philosophy; Lord's Modern History; Dana's Geology; Latin.

Winter Term.—Snell's Olmsted's Mechanics; Mental Philosophy completed; Modern History completed; Day's Rhetoric; Latin.

Spring Term.—Mechanics completed; Alexander's Moral Philosophy; Trench on Words; Paley's Evidences; Latin.

SENIOR YEAR.

Fall Term.—Snell's Olmsted's Astronomy; Bowen's Political Economy; French; Civil Engineering.

Winter Term.—Spalding's English Literature, Paley's Natural Theology, Dana's Mineralogy, History of Mental Philosophy.

Spring Term.—Butler's Analogy, Alison on Taste, Coppee's Logic.

One language is required in this course; but nearly all the students have taken both French and Latin. German is optional. Two of the graduating class studied it.

Classical Course.

Candidates for admission to this course are examined in the branches required for admission to the Scientific course, and the following: Latin Grammar; Cæsar; Sallust; Virgil's Æneid, six books; Cicero's Orations, six; Greek Grammar; Xenophon's Anabasis, three books; Homer's Iliad.

FRESHMAN YEAR.

Fall Term.—Livy, first book; Latin Prose Composition, one exercise a week; Herodotus, one book; Greek Antiquities, one exercise a week; University Algebra; Rhetoric.

Winter Term.—Livy, completed; Latin Prose; Homer's *Odyssey*, one book; University Algebra, completed; Rhetoric completed, with practical illustrations; General History.

Spring Term.—Xenophon's *Memorabilia*, one-half book; Cicero de Senectute; Greek Prose Composition, one exercise a week; Roman Antiquities, one exercise a week; Geometry, five books; General History; Zoology.

SOPHOMORE YEAR.

Fall Term.—Horace, three books; Odes, and the whole of *Ar. Poetica*; Roman Antiquities; Roman History; Geometry, completed; Physical Geography.

Winter Term.—Thucydides; Cicero de Oratore, first book; Roman History, two exercises a week, first chapter; Physiology; Trigonometry, and Conic Sections; Greek Prose, one exercise a week.

Spring Term.—Tacitus' *Germania* complete, and half of *Agrocola*; Analytical Geometry; Surveying and Navigation; Gray's *Manual of Botany*, with analyses of flowers; March's *Method of Philological Study*.

JUNIOR YEAR.

Fall Term.—Demosthenes, one-half Oration on the Crown; Smith's *Grecian History*, two exercises a week, first two books; Loomis's *Calculus*; Youman's *Chemistry*; French.

Winter Term.—Sophocles' *Electra*; Snell's *Olmsted's Mechanics*; French continued; Chemistry completed; Day's *Rhetoric*.

Spring Term.—*Mechanics* completed; Paley's *Evidences*; Alexander's *Moral Philosophy*; Trench on Words; French.

SENIOR YEAR.

Fall Term.—Snell's *Olmsted's Astronomy*; Wayland's *Mental Philosophy*; Bowen's *Political Economy*; Dana's *Geology*.

Winter Term.—*Mental Philosophy*, completed; Paley's *Natural Theology*; Spalding's *English Literature*; Dana's *Mineralogy*.

Spring Term.—Butler's *Analogy*; Alison on Taste; Coppee's *Logic*.

These courses of study have been rigidly pursued by the several classes, though in some cases the exact order has not been observed. Owing to the small number of Professors, who have not found time to hear all the recitations in the regular order, the

idents of two classes have recited together in History, the Natural Sciences, Mental and Moral Philosophy. Two Professors have thus been enabled to do nearly the whole work of instruction. Some of the classes have recited to Professors Fisher and one of the Theological Department, in Moral Philosophy, Logic and Greek. Our labors have been severe, but we have performed them cheerfully, under the confident expectation that our funds will soon be increased so that we can add to the number of Professors, and thus lighten our work.

The students may be classified as follows :

Academical.....	11
Collegiate : Scientific	32
Classical	7
	— 39
	—
Whole number	50
	==
In the Collegiate Department :	
Males	23
Females	16
Freshman class	23
Sophomore class	9
Junior class	3
Senior class	4
	—
Whole number of Collegiate students	39
	==

Nearly all in the Scientific course have pursued a partial Classical course, studying the Latin, and some the Greek Language.

A thorough knowledge of one Language is positively required of each student of the Scientific Department, before he receives his degree. The language generally chosen is Latin; but some study Greek, French, and German also.

In the Scientific and Classical Departments, ladies are required to pursue the same course of study as gentlemen, with two exceptions, Surveying and Political Economy. Their standing as scholars will compare very favorably with that of gentlemen.

The students, during the past year, were all fourteen years of age or older.

Those gentlemen who complete the Scientific course receive the degree of Bachelor of Science; and those who complete the Classical course receive the degree of Bachelor of Arts. The ladies

who complete the Scientific course, receive the degree of *Laureate of Science*; and those who complete the Classical course, that of *Laureate of Arts*.

Two gentlemen of the Scientific Department were graduated in June, 1865, and two ladies in June, 1866. In July, 1867, three ladies received the degree of *L. S.*, and one gentleman the degree of *B. A.*

There are now two in the Senior class, one lady pursuing the Scientific course, and one gentleman the Classical. Whole number of graduates, eight.

The College year is divided into three terms, of thirteen weeks each, commencing on or near the first of September, the tenth of December, and the first of April.

Annual commencement on the Wednesday preceding the Fourth of July.

The following are the names of the faculty and trustees:

FACULTY.

President—vacant. [Duties performed by the Principal.]

Rev. J. S. Lee, A. M., Principal and Professor of Languages and English Literature.

Nehemiah White, A. M., Professor of Mathematics and Elocution.

Rev. E. Fisher, D. D., of the Theological Department, Moral Philosophy, Butler's Analogy and Logic.

Rev. O. Cone, A. M., of the Theological Department, Rhetoric—
———, Preceptress. [Place not yet filled.]

TRUSTEES.

Hon. Martin Thatcher, President, New York.

Levi B. Storrs, Secretary and Treasurer, Canton.

N. Van Nostrand, New York.

Rev. Eli Ballou, D. D., Montpelier, Vt.

Rev. William S. Balch, Galesburgh, Illinois.

Rev. Geo. W. Montgomery, Rochester.

Rev. L. C. Browne, Canton.

Rev. John M. Austin, Auburn.

P. H. Bitley, Branchport.

James Brayley, Buffalo.

Josiah Barber, Auburn.

Hon. S. N. Sherman, Ogdensburgh.

Theodore Caldwell, Canton.

Barzillai Hodskin, Canton.

Abel A. Simmons, Canton.
 Hon. A. B. James, Ogdensburgh.
 Hartwell Jennison, Washington, D. C.
 William C. Shaw, Potsdam.
 Dr. L. Amsden, Malone.
 Rev. E. E. Fisher, D. D., Canton.
 Hon. L. J. Bigelow, Watertown.
 S. C. Herring, Brimfield, Mass.
 Rev. J. S. Lee, A. M., Canton.
 Dr. J. S. Conkey, Canton.
 Gen. E. A. Merritt, Potsdam.

Executive Committee.

Theodore Caldwell, President.
 L. B. Storrs, Secretary.
 B. Hodskin.
 A. A. Simmons.
 Dr. J. S. Conkey.

The great want of the college, still, is funds. With property less than \$40,000, we cannot expect to prosper permanently as a college. The trustees and others especially interested in the institution, are aware of this, and are taking active and efficient measures to endow it properly. They have put three agents into the field, who, according to present appearances, will succeed, before another year closes, in raising the contemplated \$25,000, to endow another professorship. The trustees, backed up by zealous friends of the institution in New York city and other parts of the State, will then take measures to increase this fund to \$100,000. Wealthy friends have turned their attention to our wants, and promise to aid us prospectively. In a few years, then, we hope and expect that the college will be placed on a good working basis, as a first class institution, the only one of the kind, let it be borne in mind, in northern New York. In the meantime, we will "learn to labor and to wait."

A Theological Department is connected with the University, under the charge of Rev. Dr. E. Fisher, Principal and Professor of Theology, and Rev. O. Cone, Professor of Biblical Languages and Literature. Twenty-six students, arranged in three classes, were connected with it during the last year. It has some \$63,000 funds. It is under the control of the same Board of Trustees as the Collegiate Department, but its funds are entirely separate.

The students of the two departments meet in separate apartments, and the instruction is distinct, with the exceptions before mentioned.

There are two terms of twenty weeks each, commencing about the 25th of September and February. Commencement exercises on the second Wednesday of July.

Respectfully submitted,

CANTON, N. Y., Nov. 20, 1867.

J. S. LEE, *Principal*.

REPORT OF THE TREASURER.

Estimated Value of Buildings, Grounds, &c.:

Buildings and grounds	\$33,000 00
Library	700 00
Philosophical apparatus	700 00
Furniture	190 00
Bonds and mortgages	24,112 75
Notes ..	300 00
	<hr/>
	\$59,002 75
	<hr/>

Due on building	\$15,000 00	
Due Theological School	7,000 00	
Balance over all debts	37,002 75	
	<hr/>	\$59,002 75
		<hr/>

Receipts and Payments for year ending June 30, 1867.

Cash on hand July 1, 1866	\$38 76
Cash for interest on bond and mortgage	1,748 36
Cash for room-rent	28 50
Cash for diplomas	20 00
Cash for tuition	572 75
Cash for bonds and mortgages	1,350 00
Cash for old subscriptions	55 00
Cash for temporary loan	408 85
	<hr/>
	\$4,222 22
	<hr/>

Paid salaries	\$1,965 00	
Insurance ..	90 00	
Interest on debt	490 00	
Interest on old debt, omitted	1,490 00	
Incidental expenses	207 22	
	<hr/>	\$4,222 22

L. B. STORRS, *Treasurer*.

To the Regents of the University of the State of New York:

The executive committee of St. Lawrence University submit the foregoing report for the year ending June 30, 1867, containing a true statement of facts showing the progress and condition of said University during and at the close of said year in respect to the several subject matters therein named.

Approved at a meeting of the executive committee, November 27, 1867.

T. CALDWELL,

[L. S.] *Chairman of Executive Committee, &c.*
L. B. STORRS, *Secretary.*

CANTON, N. Y., *November 27, 1867.*

XIII. ALFRED UNIVERSITY, ALFRED, ALLEGANY CO.

To the Regents of the University of the State of New York:

The Trustees of Alfred University, in compliance with the requisition of the Regents of the University, submit the following as their report for the collegiate year, ending July 3d, 1867:

1. *Departments.*

Two General Departments are in operation, a Collegiate and an Academic,—Alfred Academy, as formerly existing, forming the Academic. These have each a male and female department with equal powers and privileges. As subdivisions of these general departments, the following courses of study have been established, viz.:

1. A Classical Course.
2. A Scientific Course.
3. Ladies' Course.
4. Normal and Teachers' Course.

2. *Professorships.*

1. English Language and Literature.
2. Latin Language and Literature.
3. Greek Language and Literature.
4. Pure Mathematics and Astronomy.
5. Modern Languages.
6. Physical Sciences.
7. Natural History.
8. Metaphysical and Ethical Sciences.
9. Painting and Penciling.
10. Music.

3. *Trustees and Faculty.*

TRUSTEES.

The Board of Trustees is constituted as follows:

Hon. Benjamin F. Langworthy, President; Rev. Nathan V. Hull, Rev. Thomas B. Brown, Rev. George B. Utter, Rev. Darius

ord, Hon. Otis Thacher, Elisha C. Green, M. D., Hon. Benjamin Maxson, Alfred Lewis, Elisha Potter, John A. Langworthy, Clark Rogers, Hon. John R. Hartshorn, M. D., Ira B. Crandall, Albert Smith, Rev. Nathan Wardner, Almond E. Crandall, Esq., Hon. Volcott Hatch, William C. Burdick, Maxon Stillman, Hon. Philip J. Green, Maxon J. Green, Lorenzo Collins, Gurdon Evans, A. M., Charles D. Langworthy, William M. Saunders, David R. Stillman, Rowland A. Thomas, Samuel N. Stillman, Silas C. Burdick, Rev. Jonathan Allen, A. M., Oliver D. Sherman.

FACULTY.

The Faculty for the past year has been composed of the following persons:

Rev. William C. Kenyon, A. M., Professor of Latin and English Languages and Belles-Lettres, died in the city of London, June 7th, 1867.

Rev. Jonathan Allen, A. M., President and Professor of Metaphysical and Ethical Sciences.

William A. Rogers, A. M., Professor of Mathematics and Astronomy.

Anderson R. Wightman, A. M., Professor of Physical Sciences; elected Professor of Latin during the year.

Rev. George E. Tomlinson, A. M., Professor of Greek Language and Literature.

Mrs. Abigail A. Allen, A. M., Teacher of Oil Painting and Penciling.

Professor Jairus M. Stillman, Teacher of Music and Voice Culture.

Miss Mary E. Brown, Teacher of Modern Languages.

5. *Number and Classification of Students.*

COLLEGE.			
Seniors.....	Gentlemen.....	4	5
	Ladies.....	1	
Juniors.....	Gentlemen.....	11	15
	Ladies.....	4	

Sophomores..Gentlemen.....	16	
Ladies.....	8	
	<hr/>	24
Freshmen...Gentlemen.....	7	
Ladies.....	21	
	<hr/>	28
Total		<hr/> 72

ACADEMICIANS AND NORMALS.

Gentlemen	11	
Ladies.....	3	
	<hr/>	14
Preparatory Students—Gentlemen.....	128	
Ladies.....	96	
	<hr/>	224
Total in all departments.....		<hr/> 310

6. *College Terms*

The terms for study have been as follows :

First term, from September 19th, 1866, thirteen weeks.

Second term, from January 2d, 1867, twenty-six weeks.

The second term is divided into two academic terms of thirteen weeks.

7. *Courses of Study.*

The courses of study as pursued in said University, in each class, are as follows :

SCIENTIFIC COURSE.

Freshman Year.

First Term.—Algebra; French; Astronomy.

Second Term.—Algebra; French; Physical Geography.

Third Term.—Geometry; French; Botany (Wood.)

Sophomore Year.

First Term.—Trigonometry (Robinson); German Meteorology

Second Term.—Analytical Geometry; German; Natural Philosophy.

Third Term.—German; Surveying (Robinson); Mineralogy.

Junior Year.

First Term.—Chemistry; Calculus; Rhetoric.

Second Term.—German; History; Physiology (Hitchcock's).

Third Term.—Mathematical Astronomy, begun; Geology; Zoology; Analytical Chemistry (optional.)

Senior Year.

First Term.—Logic; Psychology; Elocution; Mathematical Astronomy.

Second Term.—Ethics; Ecclesiastical History; Law (Woolsey.)

Third Term.—Æsthetics; Theology; History and Philosophy of Civilization.

LADIES' COURSE.

Protomathian Year.

First Term.—Algebra; French; Astronomy.

Second Term.—Algebra; French; Physiology (Hitchcock.)

Third Term.—Geometry; Botany; French.

Sophomore Year.

First Term.—Trigonometry; German; Music.

Second Term.—Conic Sections; German; Music.

Third Term.—German; Perspective; Music.

Junior Year.

First Term.—Chemistry; Rhetoric; Painting.

Second Term.—History; Physiology; Natural Philosophy.

Third Term.—Zoology; Geology; Painting.

Senior Year.

First Term.—Logic; Psychology; Elocution.

Second Term.—Ethics; Ecclesiastical History; Law.

Third Term.—Æsthetics; Theology; History and Philosophy of Civilization.

CLASSICAL COURSE.

Freshman Year.

First Term.—Livy; Homer's Iliad (Johnson's); Algebra.

Second Term.—Cicero de Senectute et de Amicitia; Cyropædia; Algebra.

Third Term.—Germania et Agricola; Memorabilia; Geometry.

[Senate, No. 49.]

Sophomore Year.

First Term.—Horace begun; Herodotus; Trigonometry.

Second Term.—Horace completed; Thucydides; Analytical Geometry.

Third Term.—Tusculan Disputations; Electra and Prometheus Vincit; Surveying.

Junior Year.

First Term.—Plato's Phæton; Astronomy; Chemistry.

Second Term.—History or Physiology; De Corona; Physical Geography; Natural Philosophy.

Third Term.—Botany; Geology; Tacitus' Histories; Zoology.

Senior Year.

First Term.—Logic; Psychology; Elocution.

Second Term.—Ethics; Law; Ecclesiastical History.

Third Term.—Æsthetics (Lectures); Theology (Lectures); History and Philosophy of Civilization (Lectures).

Students in the Scientific or Ladies's Course can take the Ancient instead of the Modern Languages laid down in those courses.

8. Exercises.

The students are exercised weekly in composition, declamation, spelling, pronunciation, &c. Voluntary classes in Elocution are formed each term. There are likewise public exercises in reading and speaking original productions, under the supervision of the Professor of Rhetoric and Elocution.

9. Examinations.

Examinations for entrance have been held at the beginning of each year, and for advanced standing at the opening of each succeeding term. Examinations are also held at the close of each term. These examinations are mostly written.

10. Mode of Instruction.

In most of the studies, recitations are made from text-books with questions and explanations by the instructor. In some of the higher studies, instruction has been given by lectures.

11. Discipline.

It is the object of the Institution, both in reference to conduct and scholarship of students, to recognize effort as well as achievement. Hence, in all records, both are taken into account, and

redit given accordingly. Both the conduct and the scholarship has obtained are entered upon the books of the Institution. This bringing into prominence the effort of the student, has thus far, in the experience of the Institution, proved very satisfactory.

12. *Summary of Regulations.*

The same as reported last year.

13. *Gratuitous Aid.*

There has been granted during the year free tuition as follows:

On scholarships	\$632 25
Donated	133 00
Total	<u>\$765 25</u>

14. *Description and value of College Buildings.*

Property formerly owned by Alfred Academy:

Gentlemen's hall, valued at	\$4,000 00
Chapel and recitation rooms, valued at	12,000 00
Grounds and building lots, valued at	1,300 00
Total	<u>\$17,300 00</u>
University hall	30,000 00
Astronomical observatory	1,500 00
Library	5,000 00
Geological and botanical cabinet	2,000 00
Philosophical apparatus	500 00
Furnishing and fixtures	3,500 00
Total	<u>\$59,800 00</u>

15. *Other College Property.*

Bonds and Mortgages held as permanent endowment fund	\$14,800 00
Scholarship notes, endowment notes, and subscriptions	60,000 00
Total	<u>\$74,800 00</u>

16. *Debts.*

The funded debt of the Institution is	\$8,700 00
Due for repairs on buildings	600 00
Due teachers	400 00
Total	<u>\$9,700 00</u>

17. *Income and Expenditures.*

Income:

Tuition and room rent.....	\$1,921 00
* Endowment fund.....	1,617 00
Academical department.....	3,058 94
Diplomas	20 00
Total	<u>\$6,616 94</u>

Expenditures:

Salaries (College Department).....	\$2,200 00
Interest.....	651 00
Expense account	349 29
Repairs on buildings	350 00
Academic department, (for salaries, incidentals, etc.)..	3,053 71
	<u>\$6,604 00</u>
Balance	12 94
Total	<u>\$6,616 94</u>

18. *Price of Tuition.*

Tuition, per year	\$30 00
Music, per year, extra.....	36 00
Oil painting, per year, extra.....	30 00
Penciling, per year, extra.....	6 00
Board, room rent, fuel and washing, per year	150 00
Total	<u>\$250 00</u>

19. *Close of Report.*

The foregoing report was adopted at a meeting of the board of trustees, held October 28th, 1867, a quorum being present, and ordered, after affixing the seal and being signed by the proper officers, to be forwarded to the Regents of the University.

[L. S.]

BENJ. F. LANGWORTHY, *President*,
 OLIVER D. SHERMAN, *Secretary*,
 ELISHA POTTER, *Treasurer*.

* No interest has been paid on \$48,000 of the Endowment Fund; interest was not due until September 1, 1867.

XIV. INGHAM UNIVERSITY, LE ROY, GENESEE CO.

To the Regents of the University of the State of New York.

The Councilors of Ingham University, in compliance with the requisition of your Board, submit the following report for the year ending June 19, 1867:

1. *Number and Description of Professorships.*

The institution being without any permanent pecuniary endowments, finds it impossible to sustain a full board of professors, devoted exclusively to their respective departments. When that good day shall arrive—and we look for it with increasing confidence—in which our daughters, equally with our sons, shall enjoy the benefit of endowed professorships, we shall hope to be able to give a more satisfactory report under this head.

2. *Councilors, Faculty, and other Officers.*

COUNCILORS.

The following is a full list of the Councilors of the University, with their respective places of residence.

Rev. Samuel D. Burchard, D. D., Chancellor, New York city.

Rev. Edwin S. Wright, D. D., Fredonia.

Rev. Frank F. Ellenwood, D. D., New York city.

Alfred F. Bartow, Esq., Le Roy.

Oliver Allen, Esq., Wheatland.

John R. Olmstead, Esq., Le Roy.

Calvin Adams, Esq., Brooklyn.

Rev. Joseph B. Page, Perry.

Rev. Charles P. Bush, D. D., Rochester.

Rev. Levi Parsons, Mount Morris.

Harrison Osborne, Esq., Le Roy.

* Mrs. Marietta Ingham, Le Roy.

Rev. Dugald McCall, A. M., Scottsville.

Rev. C. F. Mussey, A. M., Batavia.

* Col. Phineas Staunton, A. M., Le Roy.

Ephraim Stone, Esq., Geneseo.

* Deceased.

Frederick Starr, Esq., Rochester.
 Rev. George P. Folsom, A. M., Geneseo.
 Rev. Thomas Hodgman, A. M., Byron.
 Rev. Milton Waldo., A. M., Hornellsville.
 Hon. John Fisher, Batavia.
 Hon. A. P. Hascall, Le Roy.
 Joel Whiting, Esq., Le Roy.
 Doct. R. Williams, Le Roy.
 Lucius N. Bangs, Esq., Le Roy.

FACULTY.

The Faculty and other officers was as follows :

Rev. Samuel D. Burchard, D. D., Chancellor.
 Col. Phineas Staunton, A. M., Vice Chancellor, and Professor
 in the Arts of Painting and Drawing.
 Mrs. Emily E. J. Staunton, A. E., Lady Principal, and Teacher
 in Bible Literature and Social duties.
 Rev. William L. Parsons, D. D., Professor of Mental and Moral
 Science, Political Economy and Logic.
 Mrs. L. A. Seymour Parsons, A. E., Associate Principal, and
 Teacher in History and English Literature.
 Miss Maria E. Upton, A. E., Teacher of Mathematics and
 Astronomy.
 Miss Sarah F. Whiting, A. C., Teacher of Latin and Greek, and
 of the Natural Sciences.
 Miss Rhoda E. Mead, Teacher of French and German.
 Miss Anna C. North, A. A. Drawing, Oil Painting and Gym-
 nastics.
 Miss Fannie L. Kimball, Principal of Preparatory Department-
 Mrs. P. L. W. Fargo, and Miss Eliza F. Browning, Teachers in
 Instrumental and Vocal Music and Culture.
 Miss Ellen Z. Field, Assistant.
 Mrs. Julia A. Hays, Matron and Guardian of Health and Habits-

3. *Number of Students.*

The whole number of students in all departments of the Univer-
 sity during the year was one hundred and ninety-eight.

The number of students in the college classes was sixty.

The number of students in the graduating class was eight.

The average age of the pupils in the college classes was seven-
 teen and two-thirds years.

4. *Classification of Students.*

We have four classes corresponding to the four classes in college, with the following names and numbers :

Palmarians (Seniors)	8
Amplians (Juniors)	6
Cardians (Sophomores)	13
Novians (Freshmen)	33
	<hr/>
	60
In the Academic, Preparatory and Art Departments	138
	<hr/>
	198
	<hr/>

5. *Academic Degrees.*

Seven of the graduating class received their diplomas, conferring upon them the appropriate degrees.

Miss Catharine Aiken, of Stamford (Conn.) Female Seminary, received the degree of *Artium Excelsior*.

6. *College Terms.*

We have two sessions of twenty weeks each, with no vacation till the close of the school year. The first term began September 13th; the second January 31st; annual commencement, Wednesday, June 19th.

7. *Course of Study.*

The problem of a course of study, the best possible in its adaptations to secure the true type of female development and character, is, perhaps, yet unsolved. Recognizing the demand of society and of womanly nature for a style of elegant culture less restricted than that of the other sex, and somewhat peculiar, we, with our co-laborers in other institutions, are directing our efforts to secure the highest practicable results.

It is, as yet, easier to prescribe a thorough curriculum of study than to interest any large number of young ladies to devote the time and labor required to master it; easier than to induce parents to urge it upon their daughters as upon their sons.

With the design of advancing as rapidly as possible to our ideal standard, we have a four-year's course of study, corresponding essentially to the under-graduate course in our colleges for the other sex, allowing, in certain circumstances, modern languages as a substitute for the higher classics, and an advanced pursuit of

mathematics and the sciences as a substitute for Greek. A fifth year of study accomplishes the whole ; secures a completed course and the highest honors of the University.

We have also a "Literary Course" of three years, in which is embraced a full quota of literary studies, in addition to a shorter course of the languages and mathematics. The object of adopting this course is to make suitable provision for the mass of young ladies, who, destined to fill important places in society, and requiring to be trained with peculiar care, have yet not the taste or adaptation for the higher classics and mathematics. Thus we aim, also, to rescue a large number from a mere miscellaneous and often unsuccessful method of study, and to secure a tendency to more thoroughness, which, we are happy to find, is the practical result. The diplomas awarded correspond to the amount of study achieved.

Special attention is given to the Art Department ; and the Institution is very thoroughly furnished in this direction. The Art Gallery contains many choice pictures, copies from the Old Masters, as well as original paintings by living artists in Berlin, Munich, Dusseldorf and Paris.

The Institution aims to qualify young ladies thoroughly for book-keeping, and for the independent transaction of any kind of business to which they may be called.

The course of study pursued by the several classes for the year is as follows :

NOVIAN CLASS.

First Term.—Virgil, with Grammar and Exercises ; or, instead, French and German begun ; Physiology ; Algebra ; Ancient History, with illustrative readings from Ancient Literature and notes.

Second Term.—The same four studies continued, Modern History taking the place of Ancient ; Lectures, written and practical exercises and scanning being added.

CARDIAN CLASS.

First Term.—Cicero's Orations against Catiline ; or, instead, French and German with dictations and recitations ; Davies' Legendre, Plane, Solid and Spherical ; Rhetoric ; Natural Philosophy.

Second Term.—Cicero, pro Archia and Selections ; or, instead, French and German Literature ; Trigonometry, Plane and Spherical ; Botany, with illustrations and Exercises ; Chemistry.

AMPLIAN CLASS.

First Term.—Livy and Greek begun ; or, in the Scientific Course, Conic Sections and Silliman's Physics ; Evidences of Christianity ; Philosophy of History in Lectures.

Second Term.—Horace, Odes, Satires and Ars Poetica, with Scanning in various meters ; Greek Testament ; or, in the Scientific Course, Silliman's Physics ; Geology ; Book-keeping.

PALMARIAN CLASS.

First Term.—Hickok's Mental Science, with Lectures ; Shaw's and Reed's English Literature, with illustrative readings from standard authors ; Political Economy ; Whately's Logic.

Second Term.—Greek, Xenophon and Homer ; or, in Scientific Course, Olmsted's Astronomy ; Kames' Criticism, with references to Ruskin and Bascom's *Æsthetics* ; Moral Science ; Butler's Analogy.

Occasional lectures from Vice-Chancellor Staunton on Art, and from Dr. Parsons on Ethics and Government, were delivered during the year.

8. *Exercises.*

All the pupils are assigned to classes which meet weekly for exercises and instruction in English Composition. Written exercises of some description are required each week of every pupil ; and, in addition, an original essay every third week. These are corrected, read, and criticised, either in classes or before the assembled school and faculty. Writing is also exacted more or less in connection with various studies.

Wednesday of each week is given to these and other exercises, designed to supplement the daily lessons and make the course of instruction complete. The morning is given to reviews in all the elementary studies, generally continued to the Senior year. The more advanced pupils are occupied, the first term, in Readings in Ancient Literature and the English Classics—especially Shakspeare—with criticisms and discussions, and written analyses, and a course of Lectures on the Legal Rights of women. The second term, these are succeeded by Domestic Economy, Normal Training, English Classics continued, and Lectures on the science and forms of Government. Special attention is given to Vocal Music on that day.

At the opening of each daily session, half an hour is appropriated to devotional exercises, to biblical, and to such other moral

and practical instruction as is adapted to the known necessities of the pupils. All the members of the school family are embraced in Bible classes held each Sabbath afternoon. A religious service is held in the evening, for those of the family who do not attend church.

The pupils, with few exceptions, are thoroughly drilled in gymnastic exercises, at least four hours in each week.

9. *Exhibitions and Prize Contests.*

The two societies give each a public literary entertainment during the school year, and on the evening before commencement a united one, consisting of essays, discussions, colloquies, recitations, etc. An annual address before the two societies, by a gentleman of literary reputation, is a part of the programme of commencement week.

10. *Examinations.*

On the completion of the studies of each term, a thorough examination of the classes is had in the presence of the school, the faculty, and such parents and other visitors as choose to be present. A satisfactory examination is made the condition of the advancement of the pupil in her course toward graduation.

11. *Modes of Instruction.*

Lessons are given from the text-book, and each student is required to master the teachings of her author. It is the farther aim of the teachers, by conversation, illustration, lectures and experiments, to make the pupils independent of the text-book, and to lead them to apprehend the truth of what they learn by the insight of their own minds. Where the subject makes it important, notes and abstracts are required of the learner.

12. *Discipline.*

The kind and affectionate personal influence of the section teachers and matron, with the co-operative authority of the principal and her associate, has been generally found sufficient to secure the good order of the school. We aim to develop the controlling power of reason and conscience in a manner to obviate the necessity of any more stringent measures in the administration of school government. The expulsion of a student has not for years been found necessary.

13. *Gratuitous Aid.*

The Institution has no funds from which such aid can be granted. Worthy young ladies, of moderate means, yearning for educational privileges, are, however, sometimes aided by a larger or smaller deduction from their term bills.

14. *Statutes and By-Laws.*

A few simple and obviously just rules, demanded by the common good, have answered all the purposes of more formal statutes.

15. *Description and Value of College Buildings.*

The Institution has one large University building, the lower story of which furnishes the necessary school and recitation rooms; and the upper story affords a large audience room, used for gymnastic classes and on commencement occasion. Then there are four connected buildings, reaching each way from a large central three story structure, arranged for the convenience of our educational work. In these buildings we have suitable rooms for a hundred young ladies; parlors, dining room, laundry, two large society rooms, with their libraries and appropriate furniture, music rooms, cabinet hall, studios, and art gallery. These buildings are connected with the cottage occupied by the Principal and her family, by a large conservatory, and a covered arbor two hundred feet long, used by the pupils for exercise in stormy weather.

The present value to the University of its buildings, we estimate at	\$45,000 00
The present value of the University grounds, at...	10,000 00
The present value of the cottage property, occupied by the Principal and family, at	10,000 00
Total.....	<hr/> \$65,000 00 <hr/>

16. *Other Property in use for School Purposes.*

Libraries of the University and of the two societies.....	\$3,500 00
Furniture and fixtures in school rooms and boarding house.....	12,000 00
Fourteen musical instruments in use, valued at	3,500 00

Chemical and philosophical apparatus	\$1,500 00	
Cabinet of minerals.....	1,500 00	
Oil painting in the art gallery, from \$10,000 to.....	15,000 00	
	<hr/>	\$36,500 00
Total value of property employed in the work..		<hr/> <hr/> \$101,500 00

17. *Revenue.*

Receipts from tuition and board bills for the year..	<hr/> <hr/> \$23,173 90
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18. *Debts.*

The Institution has a permanent debt of.....	<hr/> <hr/> \$8,000 00
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19. *Income and Expenditures.*

Income as stated above		\$23,173 90
Expenditure:		
Salaries of teachers.....	\$6,292 00	
Salaries of other laborers	1,500 00	
Fuel bills	1,750 00	
Table expenses.....	9,500 00	
Repairs and incidentals.....	1,000 00	
Light	150 00	
Carpeting	500 00	
Insurance	150 00	
	<hr/>	20,842 00
Amount gained		<hr/> <hr/> \$2,331 90

20. *Price of Tuition.*

The price of board and tuition in English branches, Latin and Greek, was \$210; for board, tuition, extra studies (including painting, music, and modern languages), lights and washing, \$320, for the school year of forty weeks, payable half-yearly in advance.

21. *Close of Report.*

We cannot close our report without alluding to the great loss the Institution has sustained, within a year past, in the decease, on the 3d of June last, of Miss Marietta Ingham, one of the honored

founders of the school; and of Col. Phineas Staunton, our highly valued Vice-Chancellor, who died at Quito, S. A., September 5, 1867, while prosecuting an expedition in behalf of science, and of the art he loved so well and honored so truly, and with a view of gathering specimens and studies for the cabinets and studios of the University.

The foregoing report is submitted by vote of sub-council, at a meeting held on the sixth day of January, 1868.

SAMUEL D. BURCHARD, *Chancellor*.

WM. L. PARSONS, *Asst. Secretary*.

XV. ST. STEPHEN'S COLLEGE, ANNANDALE, DUTCHESS COUNTY.

To the Regents of the University of the State of New York :

The trustees of St. Stephen's College, Annandale, Dutchess county, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year ending July 11, 1867, being the day of the annual commencement, containing a true and just statement of facts, showing the progress and condition of said college during and at the close of said year in respect to the several subject matters following, viz:

1. *Number and Description of Professorships.*

The professorships have been defined by the Trustees only as they have been filled by the appointment of professors.

2. *Trustees, Faculty and other College officers.*

TRUSTEES.

Rt. Rev. Horatio Potter, D. D., LL.D., D. C. L. Oxon., *Visitor ex-officio.*

Hon. John V. L. Pruyn, LL.D., President of the Board.

Rev. John McVickar, D. D., *ex-officio.*

James F. Depeyster, Esq., *ex-officio.*

Rev. Samuel Buel, D. D.

Rev. John Ireland Tucker, D. D.

Mrs. Margaret J. Bard.

John Bard, Esq.,

John L. Aspinwall, Esq., Treasurer.

Henry W. Sargent, Esq.

William A. Davies, Esq.

Thomas W. Ogden, Esq.

Rev. John Cotton Smith, D. D.

Cyrus Curtiss, Esq.

John W. Mitchell, Esq.

Thomas H. Newbold, Esq.

Rt. Rev. Arthur Cleveland Coxe, D. D.

Rev. Robert B. Fairbairn, D.D., *ex-officio*, Secretary.

Stephen P. Nash, Esq., *ex-officio*.

Rev. William F. Morgan, D. D.

Joseph Harrod, Esq.

John Campbell, Esq.

Rev. A. N. Littlejohn, D. D.

FAULTY.

The Rev. Robert B. Fairbairn, D. D., Warden and Professor of
ral Philosophy.

The Rev. George B. Hopson, M. A., Professor of the Latin Lan-
age.

The Rev. Andrew Oliver, M. A., Professor of the Greek and
brew Languages.

The Rev. Charles T. Olmsted, B. A., Professor of Mathematics
d Natural Philosophy.

— — —, Professor of Logic and Metaphysics.

Arthur C. Kimber, B. A., Tutor and Librarian.

The other persons employed about the institution are a janitor,
matron and five servants.

3. *Number of Students.*

The whole number of undergraduates during the year was forty-
ree.

4. *College Terms.*

There are three terms: the first beginning October 1, the second
anuary 1, and the third about April 1. During the year there
re thirteen weeks of vacation.

5. *Academic Degrees.*

At the commencement, the degree of A. B. was conferred on
ix students, who had completed the course of study adopted by
his college. No other degrees were conferred.

6. *Course of Study.*

FRESHMAN CLASS.

Christmas Term.—Virgil's Georgics; Xenophon's Anabasis;
reek Testament, St. Matthew; Loomis' Algebra.

Easter Term.—Cicero de Senectute; Xenophon's Memorabilia;
reek Testament, St. Matthew; Loomis' Algebra.

Trinity Term.—Livy, Book XXI; Homer's Iliad; Greek Testa-
nent, St. Luke; Loomis' Geometry.

Throughout the year there are exercises in writing Latin and

Greek, with Arnold's Latin and Greek Prose Compositions; recitations in Liddell's History of Rome; and Reading, Declamation and Composition.

SOPHOMORE CLASS.

Christmas Term.—Horace's Odes; Homer's Iliad; Greek Testament, St. Luke; Loomis' Geometry.

Easter Term.—Horace's Satires and Epistles; Herodotus; Greek Testament, Acts; Trigonometry, Mensuration and Navigation.

Trinity Term.—Tacitus' Germania and Agricola; Thucydides; Greek Testament, Acts; Spherical Trigonometry, and Analytical Geometry.

Through the whole year there were exercises in translating into Latin and Greek; English Composition, Reading and Declamation; Smith's History of Greece.

JUNIOR CLASS.

Christmas Term.—Juvenal; Euripides' Alcestis; Greek Testament, Galatians and Ephesians; Natural Philosophy, Snell's Olmsted.

Easter Term.—Whately's Logic; Æschylus or Sophocles, Demosthenes; Greek Testament, First Corinthians; Natural Philosophy, finished.

Trinity Term.—Patristic Latin; Greek Testament, Roman; Loomis' Astronomy; Brocklesby's Meteorology; Whately's Rhetoric.

Original Declamations, English Compositions, Reading, Taylor's Manual of History, and translations into Latin and Greek during the whole year.

JUNIOR CLASS.

Christmas Term.—Plato's Gorgias and Patristic Greek; Greek Testament, Hebrews; Cicero de Officiis; Kames' Elements of Criticism; English Literature.

Easter Term.—Septuagint and instruction in Hellenistic Greek; Bible Geography; Metaphysics; Chemistry, Geology and Physical Geography.

Trinity Term.—Hebrew; Butler's Analogy; Whewell's Ethics; Butler's Ethical Discourses; History of Ethical Philosophy.

Frequent exercises in reading, declamation, and English composition and recitations in history throughout the year.

This course of study has been pursued as follows:

The Freshman Class have read, in Greek, one book of the *Anabasis*, one book of the *Memorabilia*, and one book of the *Iliad*. In Latin, two of the *Georgics* of Virgil, Cicero de *Senectute*, and thirty-four chapters of the twenty-first book of Livy; each week they have furnished translations into Greek and into Latin; they have also read portions of Liddell's *History of Rome*; in Mathematics, they have read the whole of Loomis' *Treatise on Algebra*, and five books of *Plane Geometry*.

The Sophomore Class have read, in Greek, sixty-four sections of book VII of Herodotus, comprising the campaign of Thermopylæ, thirty-four sections of book II of Thucydides, containing the Funeral Oration of Pericles, and the account of the Plague of Athens; of the Greek Testament, they have read the Gospel of St. Luke and the Acts of the Apostles; they have had weekly exercises in writing Greek, and recitations in Greek History. In Latin, they have read the Odes of Horace, portions of the *Satires* and *Epistles*, and the *Ars Poetica*; they have made Prosody a careful and special study; they have also read the *Germania* and *Agricola* of Tacitus; furnished written translations into English and into Latin, and recited in Roman History. In Mathematics, they have read *Solid Geometry*, *Plane* and *Spherical Trigonometry*, *Surveying* and *Navigation*, and co-ordinate Geometry.

The Junior Class have read, in Greek, the *Alcestes* of Euripides, and the *Antigone* of Sophocles; in Greek Testament, the *Epistles* to the Galatians and Ephesians, *First Corinthians*, and *Romans*; they have recited in Greek History, and have had exercises once a week in translating into Greek. In Latin, they have read ten *Satires* of Juvenal, and one of Cicero's *Tusculan Disputations*; they have each week furnished written translations into Latin and into English; have read the whole of Snell's *Olmsted's Natural Philosophy*, Brocklesby's *Meteorology*, and Loomis' *Astronomy*, and have also studied Whately's *Logic*, and *Rhetoric*.

The Senior Class have read, in Greek, Plato's *Krito*, and part of the *Apology* of Socrates, ten chapters of the *Epistle* to the Hebrews, and the Gospels and Acts. In Latin, they have read Cicero de *Officiis*. In Hebrew, they have studied Tregelle's *Heads of Hebrew Grammar*, and translated two chapters of the book of *Genesis*. In Ethics, they have read Whewell's *Elements of Morality*, and Butler's *Ethical Discourses*. In Metaphysics, they have read Reid's *Essay's on the Intellectual Powers*; they have read also But-

ler's Analogy, Kames' Elements of Criticism, and Reid's Lectures on English Literature; they have read also a treatise on Chemistry. The recitations of the Junior class have frequently been conducted in writing; they have been required to write an analysis of the lesson, or answers to questions furnished them after coming into the recitation room; lectures have been delivered in connection with the above subjects, which were included in the examination; the class were also required to furnish essays on subjects connected with their studies; they also recited in Biblical Geography and in History.

7. *Exercises.*

The students, on Saturday morning, during thirty-four weeks of the academic year, receive instruction in Reading, Declamation, and English Composition. The members of the Junior and Senior classes write their own Declamations.

8. *Examinations.*

Public examinations have been held at the end of each term. Many of these examinations are conducted by means of written questions. Only those whose marks are above 75 on the scale of 100, are regarded as having sustained them.

9. *Mode of Instruction.*

Instruction is given by means of daily recitations from text-books, and by familiar lectures by the Professor in the class room—

10. *Discipline.*

The discipline is administered by the Warden, assisted by the Professors, and is intended to be mild and parental. Prizes are awarded at the Commencement, for excellence in the different departments.

11. *Gratuitous Aid.*

There are no charges made in this College for tuition or room-rent. Each student pays \$212.50, which is the cost of board, washing, fuel and lights.

12. *Statutes and By-Laws.*

The Trustees have adopted no statutes or by-laws, but have left to the Faculty of the College the enforcement of such rules of discipline as they deem proper.

13. *Description and value of College Buildings, &c.*

Twenty acres of land valued at	\$10,000
College Chapel and furniture	34,000
School House	5,000
Janitor's House	1,000
College Building (south wing),	16,000
Furniture in College Building	4,000
Volumes in Library, 1,500	2,500
Apparatus	300
	<hr/>
	\$72,800
	<hr/>
Ludlow and Willink Hall, now erecting	\$40,000
	<hr/>

14. *Revenue.*

This Institution has no endowment, but relies at present for support on annual contributions.

From two Trustees	\$1,500
From Society for promotion of Religion and Learning,	3,500
	<hr/>
	\$5,000
	<hr/>

15. *Debts.*

The only debt of the College is a mortgage on the estate, of \$1,000.

16. *Income and Expenditures.*

From contributions	\$5,000
From students, annual payment	8,000
	<hr/>
	\$13,000
	<hr/>

Expenditures :

Salaries of Professors	\$5,500
Maintenance of College about	7,500
	<hr/>
	\$13,000
	<hr/>

17. *Close of Report.*

This report is made by the Executive Committee, to whom the management of the Institution is committed, subject to the approval of the Board of Trustees.

R. B. FAIRBAIRN, *Secretary.*

ANNANDALE, Jan. 2, 1868.

XVI. COLLEGE OF ST. FRANCIS XAVIER, N. Y. CITY.

To the Regents of the University of the State of New York :

The Trustees of the College of St. Francis Xavier, New York city, N. Y., in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the first day of July, 1867, being the day of the annual commencement, showing the progress and condition of said college, during and at the close of said year, in respect to the several subject matters following, viz :

1. *Number and Description of Professorships.*

1. Ethics, Physics and Chemistry applied to the Arts and Sciences.

2. Logic, Metaphysics, Psychology and Natural Theology.

3. Physics and Mathematics.

4. Chemistry and Natural History.

5. Rhetoric and General Literature.

6. Belles-Lettres.

7. Classics.

8. English Literature and Commerce.

9. History.

10. Geometry and Algebra.

2. *Trustees, Faculty and other College Officers.*

TRUSTEES.

Very Rev. James Perron, S. J., President of the Board.

Rev. Michael Driscoll, S. J.

Rev. Charles H. De Luynes, S. J.

Rev. Henry Du Ranquet, S. J., Secretary.

Rev. Joseph Loyzance, S. J., Treasurer of the Board and President of the College.

Rev. William Moylan, S. J.

Rev. Maurice Ronayne, S. J.

Rev. Henry Hudon, S. J.

Rev. Louis Jouin. S. J.

Rev. Isidore Daubresse, S. J.

Rev. Paul Mignard, S. J.

Rev. Francis Monroe, S. J.

Rev. Patrick Dealy, S. J.

FAULTY.

Rev. Joseph Loyzance, President.

Rev. Henry Hudon Vice-President, Prefect of Studies, and Chief Disciplinarian.

Rev. Louis Carez, Treasurer.

Rev. Theodore Thiry, Chaplain.

Rev. Simon Fouché, Librarian.

Rev. Seraphim Schemmel, Professor of Ethics, Logic and Metaphysics.

Rev. John Aubier, Professor of Physics and Mathematics.

Francis E. Engelhardt, Ph. D., Professor of Chemistry and Natural History.

Charles G. Herbermann, Ph. D., Professor of Logic and Metaphysics, and of the First Commercial Class.

Cleophas Desjardins, Assistant Professor of Mathematics.

Rev. Patrick F. Dealy, Professor of Rhetoric, Moderator of the Alumni Association, President of the Debating Society.

John McAuley, Professor of Belles-Lettres and Geometry.

Rev. Augustus M. Langcake, Professor of Classics and Algebra.

Rev. Ignatius Renaud, Professor of the First Grammar Class.

Rev. Peter Hamel, Professor of the Second Grammar Class.

Rev. Paul V. Flynn, Professor of the Third Grammar Class (first year).

Rev. John A. O'Brien, Professor of the Third Grammar Class (second year).

Rev. Charles R. Corley, Professor of the Third Grammar Class (third year).

Rev. Thomas F. H. Delaney, Professor of Rudiments.

Rev. Thomas T. Westerman, Professor of the Second Commercial Class.

Rev. Joseph Cremin, Professor of the Third Commercial Class.

Rev. Frank C. McLeod, Tutor of the First Preparatory Class.

Rev. John McElhinney, Tutor of the Second Preparatory Class.

Rev. John Logan, Tutor of the Third Preparatory Class.

Rev. John M. McKenna, Tutor of the Fourth Preparatory Class.

Rev. Joseph E. Frobisher, Special Instructor of Elocution.

Rev. John Lucien Colliere, Special Professor of Drawing.

Emile Risler, Professor of Drawing and Penmanship.

Joseph Hetzel, Professor of German.

Antoine Dessane, Professor of Vocal Music.

Joseph Hébert, Disciplinarian.

Patrick Gleason, Assistant Professor and Disciplinarian.

Theodore French, Assistant Disciplinarian.

Sixteen of these gentlemen deem it to be their calling to devote themselves to the education of youth, without any further requital for their services than the defraying of necessary expenses. These are estimated by the Treasurer at \$12,000.

3. *Number of Students.*

The whole number of students, undergraduates and others, during the year, was	568
Undergraduates	85
Graduates with the degree A. M.	6
Graduates with the degree A. B.	11

4. *Classification of Students.*

Post Graduate Class	6
Philosophy	13
Rhetoric	19
Belles-Lettres	22
Classics	25
Grammar Course	254
Commercial Course	65
Preparatory Course	164

5. *College Terms.*

There were two terms. The first commenced on the first Monday in September, and the second in the first week in February.

6. *Course of Study.*

The course of study is divided into five distinct departments: the Post Graduate, Undergraduate, Grammar, Commercial and Preparatory.

POST GRADUATE COURSE.

The Post Graduate Course, which leads to the degree of *Master of Arts*, occupies one year. It comprises the study of *Ethics*, *Natural Law*, and the *Law of Nations*, *Physics*, and *Chemistry* applied to arts and sciences. The mode of instruction is by lectures, once a day for one hour. The students write *Philosophical essays* on the

questions expounded, and the most successful competitor receives a gold medal at the annual commencement.

UNDERGRADUATE COURSE.

This course comprises four classes: Philosophy, Rhetoric, Belles-Lettres, and Classics. They are the Senior, Junior, Sophomore, and Freshman Classes of other colleges.

PHILOSOPHY.

1. A full course of Mental Philosophy.—Logic, General Metaphysics, Cosmology, Psychology, and Natural Theology. Text-Book, Salvatoris Tongiorgi Institutiones. The mode of instruction is by lectures in Latin, given by the Professor five times a week, of an hour and a half in the forenoon, and one hour in the afternoon. The students are required to prove and defend every expounded thesis, against the Professor and others appointed to propose the weightiest objections.

2. Physics.—Lectures by the Professor five times a week, of one hour each. Text-book, Loomis.

3. Mathematics.—Calculus, Differential and Integral. Text-book, Davies.

4. Astronomy.—Lectures by the Professor.

5. Chemistry.—Twice every week. Lectures, illustrated by experiments. Diagrams, to explain the technical branches, are in readiness.

6. Mineralogy, Geology, and Botany.—Text-books, Dana, Tenney, and Gray.

7. Elocution.—Once every week, all the undergraduates assemble in the College Hall, and have for an hour Declamation, criticised by the Professor, who, in his remarks, explains the leading principles of elocution.

8. Evidences of Religion.—Lectures thereon, once every week, by the Professor of Mental Philosophy.

RHETORIC.

1. English.—Lectures by the Professor five times a week. The principles of Rhetoric are explained from ancient and modern authors, and applied in original compositions. The students commit to memory oratorical extracts from Pope's Essay on Man.

2. Latin.—Literary study of Cicero's Orations, Pro Ligario, Pro Milone, Pro Lege Manilia, etc.; Satires of Horace, Persius, and Juvenal; Agricola and Germania of Tacitus.

3. Greek.—Demosthenes, De Corona and Philippics; Sophocles' Tragedies, Œdipus Coloneus, Œdipus Rex; Hecuba of Euripides.

4. French.—Reading and Literary Criticism of Cahours' *Chefs d'Œuvres d'Eloquence*. Extracts from the best French orators.

5. History.—Fredet's Modern History, from the crusades down to the present time, with all the necessary developments on the part of the Professor.

6. Mathematics.—Plane and Spherical Trigonometry, and Analytical Geometry. Text-book, Davies.

7. Chemistry.—Lectures by the Professor twice a week. Text-book, Wells.

8. Mineralogy, Geology, and Zoology, once a week.

9. Elocution, one hour weekly, with all the other undergraduates.

10. Evidences of Religion.—Abbé Gaume's Manual expounded.

BELLES-LETTRES.

1. English.—Lectures five times a week on the principles of Belles-Lettres, with explanatory remarks, and appropriate citations from ancient and modern authors. Pope's *Essay on Criticism*.

2. Latin.—Reading and literary study of Virgil's *Æneid*; Livy's Narrations; Cicero in Verrem, De Signis, De Suppliciis; Horace's Select Odes and Poetical Art.

3. Greek.—Plutarch's Lives, Demosthenes' Olynthiaks, Homer's Iliad and Plato's Phædo.

4. French.—Telemachus, Select Extracts, Art Poétique de Boileau.

5. History.—Fredet's Modern History, from the reign of Augustus to the Crusades.

6. Mathematics.—Davies' Geometry.

7. Mineralogy.—Once or twice a week; Text-book, Dana.

8. Elocution.—Once every week for an hour with the student of Philosophy and Rhetoric.

9. Christian Doctrine.—Abbé Gaume's Manual expounded.

CLASSICS.

1. English.—Grammar reviewed; Idioms; Versification; Lessons in Composition; Goldsmith's *Traveler* and *Deserted Village* committed to memory.

2. Latin.—Grammar reviewed; Idioms; Prosody; Reading of Cicero's Orations against Catiline and Pro Archia; Virgil's

Eclogues; Selections from the Georgics, and First Book of the *Æneid*; Sallust's *Catiline*.

3. Greek.—Syntax and Dialects; Written and Oral Exercises; Xenophon's *Cyropædia*; First Book of Homer's *Iliad*.

4. French.—*Telemachus*; Select Extracts; Exercises and Translations.

5. History.—Fredot's *Ancient History* reviewed.

6. Mathematics.—Davies' *University Algebra*.

7. Elocution.—The students of this class attend the weekly course of the under-graduates.

8. Christian Doctrine.—Abbé Gaume's *Manual* expounded.

7. *Exercises.*

A daily exercise in Latin, Greek, French, Mathematics, according to the degree of the class, and the branches taught therein, is required of each student. A weekly exercise in English Composition is given in all the classes above the preparatory course, the subject matter being marked out by the professor.

Every second week a composition on the subject matter of the class is given throughout all the classes. The results of these compositions determines the progress of the student, and decides the annual prize of proficiency.

There were four literary societies during the past collegiate year:

1. The Xavier Alumni Association.—The Xavier Alumni Association is composed of graduates of St. Francis Xavier's College and of other institutions. The meetings are held in one of the college halls, and are under the direction of one of the professors. At each meeting papers on literary or scientific subjects are read by members of the association. The director is appointed by the college faculty.

2. The Debating Society.—The St. Francis Xavier's Debating Society was established on December 8th, 1855, under the name of the "Xavier Catholic Academy." In 1860 the name was changed, and was called "The St. Francis Xavier's Debating Society." Its object is to cultivate among the students of the college a love for literature; to give them greater facility in writing and fluency in speaking. From its very beginning the society has been an honor to the college, and to be enrolled among its members is the goal of youthful ambition. Its meetings take place every fortnight. The exercises consist in the reading of original essays and debates on subjects selected by the

president. Membership is confined to the Senior students of the University course. The president is appointed by the college faculty; the other officers are elected semi-annually by the members.

3. *The Junior Academy.*—The Junior Academy was organized in September, 1857. It is composed of students chosen from the Grammar classes. The exercises consist in the discussion of some of the more intricate rules of Grammar, in the declamation of select pieces, and in the writing of elementary compositions in the English language. The Moderator is appointed by the College Faculty; the other officers are elected by the members.

4. *The Students' Library Association.*—To promote the diffusion of knowledge among the students and Alumni of St. Francis Xavier's College, to put within their reach whatever is good in science, to bring them in contact with the experience of ages, by placing before them a collection of varied and useful reading books, based on sound principles of morality, as far as a careful selection of the literature of the present day will permit, has been the object aimed at in establishing the Students' Circulating Library. Commenced in October, 1863, with a collection of over two thousand volumes, partly derived from the several societies of the College, and partly from friends of the Institution, it has since increased to about four thousand volumes. Some twelve or fifteen thousand volumes have circulated every year among the members of the Association. The Library is open to the students every day throughout the academic year, from 8½ to 9 A. M., and from 2½ to 3 P. M.

8. *Examinations.*

The examinations take place at the close of each term, and continue for about a week. The promotion to a higher class depends on the result, and may be had at the semi-annual or final examination.

9. *Mode of Instruction.*

The mode of instruction was by lectures in the higher, and by recitations and analysis in the lower classes.

The Latin and Greek authors are translated and analysed fully by the students, and the Professor then adds whatever he conceives necessary for a thorough knowledge.

The philosophers have to defend the different theses against the Professors, and once every week some are appointed to propose objections, which the others have to answer.

10. *Discipline.*

The mild and salutary influence of religion, with timely and paternal advice, when needed, were the means employed for obtaining, on the part of the students, strict propriety of conduct as far as regards morality and gentlemanly behavior. Deficiencies in literary exercises were compensated for by additional studies after class hours.

Once every month an account was given before the Faculty and all the students, of each pupil's behavior and application, and a report thereof was sent to the parents and guardians.

11. *Gratuitous Aid.*

Education, free of charge, was given, during the past year, to forty students; the foundation of nine scholarships afforded free education to as many students, while the expenses of others were diminished by lessening the price of tuition.

12. *Statutes and By-Laws.*

The Board of Trustees deemed it advisable to limit in no respect the power of the President and Vice-President, and left entirely to their discretion the means they might judge proper for the advancement of studies, and the maintenance of discipline.

13. *Description and Value of College Buildings.*

The College buildings and grounds appurtenant thereto	\$130,000 00
The College and Students' Libraries, estimated to be of the value of.....	15,000 00
The chemical and philosophical apparatus and cabinet, inclusive of the Herbarium and collections..	19,000 00
Furniture and fixtures.....	16,000 00

14. *Description and Value of other College property.*

1. Parochial Church and School	\$80,000 00
2. Two houses and lots on West 16th street.....	50,000 00
3. One double house and two lots on West 15th st.	40,000 00

Total amount of College property.....	<u>\$350,000 00</u>
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15. *Revenue, Income and Expenditure.*

The income of the college covers its expenditures, and leaves an excess of four or five thousand dollars, which goes to diminish the debt.

16. *Debts.*

The debt of the college amounts to..... \$150,000 00

17. *Close of the Report.*

The report here given was laid before the Board of Trustees at a meeting held on the 14th day of November, in the year of our Lord 1867, approved by them, and ordered that the seal of the college be affixed to the same, and that it be signed by the President and Secretary of the Board and transmitted to the Regents of the University.

[L. s.]

JAMES PERRON, S. J., *President.*

H. DURANQUET, S. J., *Secretary.*

XVII. VASSAR COLLEGE, POUGHKEEPSIE, DUTCHESS COUNTY.

To the Regents of the University of the State of New York:

The Trustees of Vassar College, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the nineteenth day of June, and and for the last financial year, ending on the thirty-first day of August, 1867, containing a just and true statement of facts, showing the progress and condition of said College, during and at the close of said year, in respect to the several subject matters following, viz.:

1. *Number and Description of Professorships.*

1. Mental and Moral Philosophy.
2. Ancient and Modern Languages.
3. Mathematics, Natural Philosophy and Chemistry.
4. Natural History, including Geology and Mineralogy, Botany, Zoology and Physical Geography.
5. Astronomy.
6. Physiology and Hygiene.
7. Rhetoric, and the English Language and Literature.
8. Vocal and Instrumental Music.
9. Painting and Drawing.

2. *Trustees, Faculty, and other College Officers.*

TRUSTEES.

Matthew Vassar, Esq., Poughkeepsie.
 Hon. Ira Harris, Albany.
 Hon. William Kelly, Rhinebeck.
 Hon. James Harper, New York.
 Martin B. Anderson, LL. D., Rochester.
 Hon. John Thompson, Poughkeepsie.
 Rev. Edward Lathrop, D. D., Stamford, Ct.
 Hon. Charles W. Swift, Poughkeepsie.
 Rev. Elias L. Magoon, D. D., Albany.
 Stephen M. Buckingham, Esq., Poughkeepsie.

Nathan Bishop, LL. D., New York.
 Matthew Vassar, Jr., Esq., Poughkeepsie.
 Benson J. Lossing, Esq., Poughkeepsie.
 Rev. Ezekiel G. Robinson, D. D., Rochester.
 Samuel F. B. Morse, LL. D., Poughkeepsie.
 Samuel S. Constant, Esq., New York.
 John Guy Vassar, Esq., Poughkeepsie.
 Rev. William Hague, D. D., Boston, Mass.
 Rev. Rufus Babcock, D. D., Poughkeepsie.
 Cornelius Dubois, Esq., Poughkeepsie.
 John H. Raymond, LL. D., Poughkeepsie.
 Morgan L. Smith, Esq., Newark, N. J.
 Cyrus Swan, Esq., Poughkeepsie.
 Hon. George W. Sterling, Poughkeepsie.
 Hon. George T. Pierce, Ulster County.
 Smith Sheldon, Esq., New York.
 Joseph C. Doughty, Esq., Poughkeepsie.
 Augustus L. Allen, Esq., Poughkeepsie.
 Rev. Henry Ward Beecher, Brooklyn.

FACULTY.

John H. Raymond, LL. D., President, and Professor of Mental and Moral Philosophy.
 Hannah W. Lyman, Lady Principal.
 William I. Knapp, Professor of Ancient and Modern Languages.
 Charles S. Farrar, Professor of Mathematics, Natural Philosophy and Chemistry.
 Sanborn Tenney, Professor of Natural History.
 Maria Mitchell, Professor of Astronomy, and Director of Observatory.
 Alida C. Avery, Professor of Physiology, and Hygiene, and Resident Physician.
 Truman J. Backus,* Professor of Rhetoric, English Language and Literature.
 Edward Wiebe, Professor of Vocal and Instrumental Music.
 Henry Van Ingen, Professor of Painting and Drawing.

* The chair of Rhetoric was vacated by the resignation of the previous incumbent in June, 1866, and filled by the appointment of his successor in June, 1867. The duties of the Professorship were meanwhile performed by the President, with the assistance of five lady teachers.

Besides these, thirty-five different Instructors and Assistant teachers were employed during the year; of these, the average number employed at any one time was twenty-seven.

The other College officers were Treasurer, Secretary, Superintendent, Registrar, Steward, Matron, Janitor, Engineer, Farmer and Gardener, who were assisted in their various departments by twenty-five men servants and sixty women servants.

3. *Number of Students.*

The whole number of under-graduates in Vassar College, during said year, was one hundred and ninety-seven; nine left the College before the close of the session. Four were graduated at the commencement in June. Besides the students above mentioned, who were pursuing the regular under-graduate course, there were one hundred and eighty-nine pursuing collegiate studies in special courses, under the direction of the President, making a total of three hundred and eighty-six students in the College.

The average age of the graduates was twenty-two; that of the whole College, about nineteen. None are received under fifteen.

4. *Classification of Students.*

Of students pursuing collegiate studies (embracing all in the College) there were—

Seniors	4
Juniors, unconditioned ...	18
Juniors, conditioned	9
Sophomores, unconditioned	29
Sophomores, conditioned ..	13
Freshmen	46
Unclassified and preparatory	78
<hr/>	
1. Whole number of regular course students.....	197
2. Pursuing special courses	189
<hr/>	
Total	386
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Of the above, there were at the same time pursuing extra collegiate branches as follows :

1. Pupils in music:			
Piano			155
Organ			7
Singing			67
Total.....			229
2. Pupils in painting and drawing, oils.....			
do	do	water colors	1
do	do	drawing.....	28
Total.....			42
3. Pupils in riding.....			
			42

5. *Academic Degrees.*

The only degrees conferred was the first, or Baccalaureate, on the four members of the graduating class.

6. *College Session.*

The collegiate year was one continuous session, of forty weeks. It began September 20, 1866, and ended June 19, 1867. A recess of a fortnight was had at the Christmas holidays, and one of a week in March. In some of the departments of instruction, a change of studies was made at the middle of the collegiate year February 15.

7. *Course of Study.*

The course of study actually pursued in the college hitherto has necessarily been in some measure tentative and preparatory. The large number of students drawn together at its opening, from all parts of the country, were found to have been previously educated in such diverse ways as to preclude the possibility of at once classifying them in exact accordance with any regular and uniform scheme of studies. The two years that have elapsed have not sufficed entirely to overcome the irregularities. The course *actually pursued* by the regular classes during the last collegiate year was as follows:

FIRST YEAR (FRESHMAN) CLASS.

Regular studies of this class were Latin, French, Mathematics, and Elementary Rhetoric.

In Latin, they read two books of Virgil's *Æneid* and two *Orationes* of Cicero. They carefully studied and applied the rules of

Prosody, and gave constant attention, of course, to **Accidence** and **Syntax**.

In French, they studied the *Grammaire Poitevin*, with exercises, corrected and translated to page 53; Knapp's French Reading Book to page 259; and Williams' English into French to the 50th lesson.

In Mathematics, beginning with Quadratics, they completed and reviewed Robinson's University Algebra, and read the first four books of Loomis' Geometry.

In Rhetoric, they studied all the important parts of Quackenbos' Advanced Course, writing the exercises and also original compositions.

SECOND YEAR (SOPHOMORE) CLASS.

This class pursued the same lines of study as the above, together with Botany and Zoology in the half-year.

In Latin, this class read carefully and thoroughly, reviewed and re-reviewed, the 3d, 4th, 5th and 6th books of the *Æneid*, with **Syntax** and **Prosody**.

In French, they completed Noel and Chapsal's Grammar and 112 pages of Howard's French Prose Composition. Also, finished Williams' Dialogues, and two comedies out of Bocher's French Plays.

In Mathematics, they completed Loomis' Geometry and Trigonometry. More than half of them took Conic Sections as a voluntary addition to the required course.

Cleveland's Compendium of English Literature was studied, and original compositions written at least once in three weeks; a part of the time, once a fortnight.

Botany and Zoology were taught during the second semester by daily lectures, illustrated by diagrams and specimens, by field exercises, and by text-books. Tenney's Zoology and Gray's Botany were principally employed. In Botany, in addition to this instruction, the class were taught, in small sections, under the eye of a competent assistant, how to analyze, classify and preserve plants. Each student made for herself a Herbarium of about 150 wild plants, all collected in the vicinity.

JUNIOR CLASS.

The regular studies were Latin, French, and Natural History, continued, and Physics.

In Latin, the class read the first book of Livy entire, and the Odes and Epodes of Horace; completed the first 30 exercises in Arnold's Latin Prose Composition.

In French, they took up Demogeot's *Histoire de la Litterature Francaise*, commencing with the Renaissance in the 16th century, and going through to the "Restauration;" Germany and England in the middle of the 19th century; studied and committed a part of the "Art Poetique," of Boileau, and used the first part of the *Histoire de la Litterature* for reference. Lectures were written in French, by the members of the class, on prominent characters and epochs.

Daily lectures by the professor during the first semester, with ample illustrations and frequent reviews and class examinations, completed a course in Geology, Mineralogy and Physical Geography. The text-books of Dana, Tenney, and Guyot were employed as collateral aids.

During the second semester, Natural Philosophy was studied. Silliman's *Physics* was the text-book made use of. The attempt was made to give the studies the character it holds in the higher institutions of learning, and with more than the expected success. Of the class, as a whole, it may be said with truth that they showed an interest proportioned to the severity and thoroughness of the method pursued and a full average ability to endure the test it imposed.

Physiology was carefully studied by this class, with John C. Draper's work for a text book, and ample illustrations from the manikin and other preparations.

Original compositions once in two or three weeks.

SENIOR CLASS.

The regular Senior studies were Mental and Moral Philosophy, Evidences of Christianity, Criticism, Chemistry and Latin. No one of the class, however, pursued all these studies; for each a programme was arranged, adapted to her particular status, while the classes in these branches were largely composed of the most advanced "special course" students. None were allowed to take them up without the requisite maturity and preparation.

In Latin, they read the Satires, Epistles, and *Ars Poetica* of Horace, three books of Tacitus, and the first two books of Cicero's *Tusculan Questions*.

The first half-year was occupied in a systematic course of Chemistry. Stockhardt was used for the principles of the science, and

Wells, for the useful applications. The experiments were repeated and varied by the class under the direction of assistants, small groups using the Laboratory successively for the purpose.

A special voluntary class continued the study in bi-weekly exercises to the end of the year.

Haven's Mental Philosophy, Wayland's Moral Science, Alexander's Evidences of Christianity, and Kames' Elements of Criticism, were all carefully read and reviewed by intelligent classes of this grade; Haven and Kames' in the first, and Wayland and Alexander in the second half of the year.

SPECIAL STUDENTS.

Besides the regular members of the classes, and in connection with them, very many of the studies above named are pursued by "special course" students, among whom were found many of our oldest and most earnest scholars, and some of the most successful.

The most important branches not included in the "Regular Course," but taught in the college, were German, Greek and Astronomy.

German was taught to forty-nine students, in three classes: Class A completed Ahn's Grammar and Exercises and Rolker's Reader; Class B studied Otto's Grammar, Schiller's *Yungfrau von Orleans*, and Goethe's *Iphigenia auf Tauris*; and Class C read Lessing's *Mirna v. Barnhelm* (in double translations), memorised several select German pieces, wrote original compositions in German, and went through the chief parts of Heyse's *Deutsche Grammatik*.

The most advanced Greek class reviewed Hadley's Greek Grammar and read seventy pages of Herodotus (Felton's ed.), and one hundred and thirty-one sections of Thucydides (Napier's ed.).

Two classes (of eleven and five students respectively), pursued the study of Astronomy in daily recitations through the year. None were admitted to either who had not successfully completed the regular course in Mathematics. The lower class used Robinson's *University Astronomy* as a text-book. The higher, having completed that author the preceding year, after a preparatory course in *Analytical Geometry* and the *Calculus*, took up and read Pierce's *Spherical Astronomy*. In addition to their recitations, the young ladies in these classes made observations with the meridian instrument for time, observed the occultations of stars by the moon, the eclipses of the sun and moon, and those of Jupiter's satellites, and made daily drawings of solar spots.

ART STUDIES.

The popular zeal for the (so called) "ornamental" branches it has been attempted to restrain and direct into the channels of a true culture. More regard has been had to the quality than the quantity of instruction given. Pains have been taken to secure the best methods and competent instructors.

The regular provision for each student in any single branch of Music was two lessons a week and one daily practice-hour. Extra practice has been allowed in special cases.

In Painting or Drawing, the lessons have been three a week, with opportunity for additional practice, measured by the demands of her collegiate studies on each pupil.

8. *Exercises.*

Daily drill of English was had of all the members of college, consisting of such exercises as would best foster improvement in composition, reading and critical knowledge of the language, as well as in accuracy of pronunciation and orthography. During the first half year, an essay was required from each student every second week, and during the second half year every third week, subject to the criticisms of the Professor or an Instructor in the Department of Rhetoric.

Gymnastic training after Dr. Dio Lewis' system, was given to all, in regularly organized classes, four times each week, by the lady in charge of that department of physical culture.

9. *Exhibitions and Prize Contests.*

Two public meetings of the Philaethean Society were held on December 3d and June 18th, respectively. The exercises of these meetings consisted of vocal and instrumental music, essays, poems and recitations.

On June 17th, a soiree was given by the Music Department.

On April 29th occurred the annual college festival, named for him it honors "Founders' Day." The literary entertainment comprised a salutatory address, essays, a poem and a colloquy.

No prize exhibitions were had.

10. *Examinations.*

Examinations for entrance were made the day previous to the formal opening of the college, and during the remainder of that week; also, whenever a student presented herself as candidate for

admission. No *public* class examinations were held. The head of each department conducted his examinations at stated intervals through the entire year, and the students' class-standing rested upon the proficiency these disclosed.

11. *Mode of Instruction.*

Recitations from text-books and lectures were variously combined in the several departments of instruction. In connection with the study of the Latin authors mentioned in section 7, the Professor of Languages lectured upon the Life and Times of Tacitus, with special reference to the influence of Christianity on Paganism in the Apostolic age; upon the history of Grecian Philosophy, from Thales down to the dispersion of the Schools, a few years prior to the Christian epoch; upon the leading tenets of the Socratic, Platonic and Aristotelian Schools; also upon No-Platonism and Gnosticism. He pursued a similar course with the advanced students in French History and Literature.

A full course of lectures was had on English Literature.

The Professor of Physiology and Hygiene gave frequent lectures before the entire College upon practical topics embraced in those sciences.

In Natural History, instruction was given by means of Lectures illustrated by diagrams and specimens, and by field exercises, as well as by the usual routine of the class-room and cabinets.

In Chemistry, tri-weekly lectures were given by the Professor, who made careful examination of the students upon the same in connection with the lessons of the text-books. With the assistant teachers, the students had a collateral course of Practical Chemistry in the Laboratory.

In Natural Philosophy, essentially the same method obtained, the students being practised to investigate with frequent use of the philosophical apparatus, for instance the determination of the velocity of falling bodies by Atwood's machine, as lately improved by Ritchie, Foucault's pendulum experiment, proving the rotation of the earth, and some of Tyndall's experiments on Heat.

Students were, as a general rule, occupied by recitations and lectures four periods (of forty-five minutes each), daily, five days in the week.

12. *Discipline.*

The freedom of the family, and the necessary regulated system of an educational institution have been so combined in the rules

and arrangements of the College that there was little pretext for any infringement of its laws. When such occurred of a serious nature, and, despite the admonitions of the proper authorities, was repeated, the parents of the derelict student were requested to remove her from the College.

13. *Gratuitous Aid.*

No general arrangements were matured by which students were received gratuitously.

14. *Statutes and By-Laws.*

Enclosed herewith is a copy of the "Laws and Regulations of Vassar College," being those in force during the year described.

15, 16. *Description and Value of College Property.*

The expense of the grounds, constructions and collections in the following exhibit, has been defrayed out of the original donation of Mr. Vassar (\$408,000), the earnings of the College during the two years since it opened, and the loans below reported. The only exceptions to this statement are in the two items of

1. The Art Gallery and Library, which were a separate gift by Mr. Vassar, at an actual cost of \$20,000; and

2. The Cabinet of Ornithology, presented to the College by J. P. Gerard, Jr., Esq., of Poughkeepsie. This valuable collection of North American birds, one of the most complete in the country and estimated to be worth, in its present state, more than \$5,000 the generous donor has made provision for perfecting, by the addition of all specimens yet wanting to its completeness in the special department of Ornithology to which it is devoted.

COLLEGE BUILDINGS.

Cost value of edifice, including building for gas and steam, water works, and ice house.....	\$327,211 4
Calistheneum, including gymnasium, music room, riding school, tenements, and stables.....	46,098 7
Grounds (200 acres) and farmhouse.....	40,000 0
Observatory.....	6,040 8
Gate Lodge.....	6,684 0
Real Estate.....	<hr/> \$426,035 02

OTHER COLLEGE PROPERTY.

College library	\$4,189 67	
Art gallery, art library and artists' implements	26,359 09	
Furniture, fixtures and outfits	63,277 49	
Musical instruments	10,000 00	
Cabinets : Ornithology (estimate)...	5,000 00	
Zoology	1,000 00	
Geology and Mineralogy	8,000 00	
Apparatus : Chemical	756 00	
Philosophical	1,524 24	
Anatomical	767 35	
Mathematical	200 00	
Astronomical	8,108 44	
Stocks: 40 shares Com. Exchange Fire Insurance Co.	1,000 00	
Personal Property		130,182 28
Aggregate amount of property	\$556,217 30	

17. *Debt.*

A bond and mortgage (for construction account) ..	\$75,000 00	
Interest accrued to date	1,312 50	
		\$76,312 50
Bills payable to bank (for construction account)	\$15,000 00	
Interest accrued to date	222 99	
		15,222 99
Aggregate amount of debt	\$91,535 49	

18. *Revenue.*

The following has been the income of the college during the said academic year :

Amount charged for tuition, collected or collectable	\$55,500 75	
Amount charged for board, collected or collectable	104,654 86	
		\$160,155 61
Rents	1,385 00	
		\$161,540 61
Interest on permanent fund	50 00	

Stationery and text-books	\$54
Miscellaneous (damages collected, interest on bank deposits, boating, medical attendance, etc.)	2,76
Aggregate amount of income.....	<u>\$164,90</u>

19. *Expenditure.*

Salaries for instruction.....	\$33,379 42
“ of officers and servants.....	15,784 22
	<u>\$49,163 64</u>
Table expenses.....	54,859 11
Interest.....	6,180 65
Repairs.....	3,440 07
Fuel (for gas, steam, etc.) and all other incidental expenses	27,978 85
Aggregate amount of expenditure.....	<u>141,62</u>
Excess of receipts over current expenses	<u><u>\$23,28</u></u>

20. *Prices.*

For tuition in collegiate branches, whether in the regular special course, \$2,50 per week, or \$100 per year.

For board, including furnished room, with light, heat, and necessary washing, \$7,50 per week, or \$300 per year; making every student a charge of \$400 per year of forty weeks.

To those pursuing extra collegiate branches, an additional charge was made, as follows :

For instruction on the piano or organ, or in singing, at the rate of \$60 per year; Painting, \$60; Drawing, \$50; and Riding,

The cost of necessary text-books, stationery, music, drawing materials, riding habits, etc., varied very widely with the circumstances of the students. For those not pursuing extra collegiate branches, \$500 for the college year would be a liberal average.

The foregoing report is respectfully submitted to the Regent by the undersigned, who are appointed a committee for that purpose by the Executive Committee of the Board of Trustees, at the regular meeting of the same, held December 17, 1867.

J. H. RAYMOND, *President.*

NATHAN BISHOP, *Ch'n Ex. Com.*

M. VASSAR, JR., *Treasurer.*

C. SWAN, *Secretary, &c.*

XVIII. MANHATTAN COLLEGE, NEW YORK CITY.

To the Regents of the University of the State of New York :

The trustees of Manhattan college, in compliance with a requisition of the Regents of the University, submit the following report for the collegiate year ending on the 2d day of July, 1867, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject matters following, viz :

1. *Number and Description of Professorships.*

The professorships in said college during said year were the following :

Professorship of Mathematics ; Professorship of Philosophy ; Professorship of Latin, English Literature and Rhetoric ; Professorship of Latin and Greek ; Professorship of History and Mathematics ; Professorship of Chemistry ; Professorship of Natural Philosophy, Mathematics and Drawing ; Professorship of French and Natural Sciences ; Professorship of Elocution and English Composition ; making in all nine professorships.

2. *Faculty and other Officers.*

The faculty of said college, including all persons charged with the duty of giving public instruction therein during said year, consisted of the following :

Brother Patrick, President.

Brother Paulian, Vice-President, Professor of Mathematics.

Rev. John Breen, Professor of Philosophy.

Edward J. Sears, A. M., LL.D., Professor of Latin, English Literature and Rhetoric.

Cornelius M. O'Leary, A. M., Ph. D., M. D., Professor of Latin and Greek.

Brother James, Professor of History and Mathematics.

Brother John Chrysostom, Treasurer, Professor of Elocution and English Composition.

Paul Peltier, A. M., Professor of Natural Philosophy, Mathematics and Drawing.

Valery Havard, Professor of French and Natural Sciences.

Edward S. Finlay, M. D., Professor of Chemistry.

Brother Abban, Principal of Commercial Department.

Brother Victorian, Principal of Preparatory Department.

Brother Jasper, Prefect of Senior Students.

Brother Tertullian, Prefect of Preparatory Department.

Gustavus Heyner, Professor of Music.

There were twenty-three other professors and teachers engaged in the preparatory and commercial departments during said year. Twenty-seven of the total number of instructors have devoted themselves to the cause of education, and are unsalaried; their ordinary expenses, to the amount of \$8,100, are paid by the treasurer.

The number of other officers and servants performing duties in the college was twenty-five.

3. *Number and Classification of Students.*

The whole number of students in the collegiate and preparatory department was.....	707
In the collegiate department, including classical and scientific,	52
In the commercial department.....	92
In the preparatory department	563
Graduated July 2d, 1867	4
The average age of graduates was.....	19

The under-graduates were classified as follows :

Fourth class, college	Freshman.
Third class, college	Sophomore.
Second class, college	Junior.
First class, college	Senior.

There were fourteen preparatory classes and three commercial.

4. *College Sessions.*

There are two terms of five months each, commencing on the first Mondays in September and February, respectively.

5. *Subjects and Courses of Study.*

There are two courses for under-graduates—one classical, the other scientific. Both extend to four years, and are pursued in the following order:

FOURTH CLASS, COLLEGE—FRESHMAN.

First Term.—Sallust's *Catiline*; Virgil's *Æneid*, two books; Xenophon's *Anabasis*, three books; Greek Testament (selections); Solid and Spherical Geometry (Greenleaf); Algebra to section V (Robinson).

Second Term.—Six Select Orations of Cicero; Virgil's *Æneid*, four books; Xenophon's *Anabasis* (one book and three reviewed); Homer's *Iliad*, two books; Analytical and Practical Trigonometry (Greenleaf and Chambers); Algebra to Logarithms.

Both Terms.—Arnold's Latin Prose Composition, part I; Latin Prosody (reviewed); Fisk's Greek Grammar; Prosody; Fasquelle's French Course; English Composition and Rhetoric (Blair); Classical Geography (Mitchell); Ancient History to part V (Fredet); Elocution; Christian Doctrine (Gaume).

THIRD CLASS—SOPHOMORE.

First Term.—Cicero de *Senectute* and de *Amicitia*; Horace, *Satires*; Homer's *Iliad*, three books; Thucydides, one book; Spherical Trigonometry; Surveying (Robinson); Algebra (completed).

Second Term.—Horace, *Odes* and *Epistles*; Livy, two books; Homer's *Odyssey*, three books; Herodotus (selections); Navigation; Analytical Geometry (Robinson and Salmon); Botany (Gray).

Both Terms.—Arnold's Latin Composition (reviewed); Arnold's Greek Composition, part I; Roman and Grecian Antiquities (Bojessen); Natural Philosophy (Olmsted); Draper's Chemistry, parts I, II; Fasquelle's French Course (reviewed); *Telemachus*, five books; English Literature and Rhetoric (Blair and Chambers); Ancient History (completed); Elocution; Christian Doctrine.

SECOND CLASS—JUNIOR.

First Term.—Horace, *Ars Poetica*; Cicero de *Oratore*, one book; Arnold's Latin Composition, part II; Demosthenes, two *Olynthiacs*; Homer's *Odyssey*, two books; Arnold's Greek Composition (reviewed); Analytical Geometry (two and three divisions); Differential Calculus (Church and Haddon); Chemistry, part III; Botany; Philosophy; Logic (Bouvier).

Second Term.—Juvenal (seven); Quintilian's *Institutes*, two books; Arnold's Latin Composition, part III; Demosthenes, two *Philippics*; Sophocles (one drama); Arnold's Greek Composition,

part II; Calculus (Church and Haddon); Astronomy (Robinson); Meteorology); Philosophy; Metaphysics.

Both Terms.—French Literature and Composition; Bossuet's Orations; Natural Philosophy (completed); English Literature and Rhetoric; Essays; History (modern); Elocution.

FIRST CLASS—SENIOR.

Both Terms.—Tacitus (Germania and Agricola); Persius (five); Latin Conversation; Composition; Exercises from various Latin authors; Plato (Gorgias); Longinus; Euripides (one drama); French Literature; Composition; English Literature and Rhetoric; Essays; Debates; Astronomy; Physiology; Philosophy.

SCIENTIFIC COURSE.

FOURTH CLASS, COLLEGE—FRESHMAN.

First Term.—Geometry, Solid and Spherical, (Greenleaf); Euclid, six books, (reviewed); Algebra to section V (Robinson's University); Geometrical Drawing; Descriptive Geometry (Davies); English Composition and Rhetoric (Blair); Geography and History, ancient, (Mitchell and Fredet); Elocution; French, Fasquelle's Course; Fasquelle's Colloquial Reader; Adler's German Ollendorf; Adler's German Reader; Christian Doctrine.

Second Term.—Geometry, analytical (Young); Algebra to Logarithms; Plane Trigonometry and Mensuration (Greenleaf); Use of Mathematical Tables; Natural Philosophy, introductory (Olmsted); Surveying (Gillespie); Geometrical Drawing; Descriptive Geometry; English Composition and Rhetoric; Geography and History, ancient; Elocution; French, Fasquelle's Course, Colloquial Reader; German; Christian Doctrine.

THIRD CLASS—SOPHOMORE.

First Term.—Analytical Trigonometry, plane and spherical (Greenleaf and Chambers); Analytical Geometry, two dimensions (Robinson and Salmar); Algebra; Geometrical Drawing; Surveying, chain; Descriptive Geometry; Topographical plans; Natural Philosophy, mechanics; Chemistry, part I (Draper); English Literature and Rhetoric; Essays; History, ancient; Elocution, French, Fasquelle's Course, Exercises, Telemachus; German; Christian Doctrine.

Second Term.—Algebra (reviewed); Analytical Geometry; Surveying, compass, Geometrical Drawing, Descriptive Geometry, Navigation (Robinson); Natural Philosophy, hydrostatics, pneumatics, acoustics; Chemistry, part II; English Literature and Rhetoric; Essays; History, ancient; Elocution; French, Fasquelle's course (reviewed), Telemachus; German; Christian Doctrine.

SECOND CLASS—JUNIOR.

First Term.—Calculus (Church and Haddon); Trigonometry (reviewed); Surveying, Levelling, Navigation, Descriptive Geometry, Geometrical Drawing; Natural Philosophy, optics, magnetism, electricity; Chemistry, part III; English Literature and Rhetoric, Essays; History, modern (Fredet); French, Composition, Bossuet's Orations; German; Philosophy, psychology and logic (Barber).

Second Term.—Calculus, Natural Philosophy (reviewed); Mechanics, Descriptive Geometry; Chemistry (reviewed); Geology (Hitchcock); Surveying; English Literature and Rhetoric, Essays; History, modern; French, Composition, Bossuet's Orations; German; Philosophy, Psychology and Logic (Barbe).

FIRST CLASS—SENIOR.

Both Terms.—Astronomy, Mechanics (Robinson and Woolhouse); Chemistry (reviewed); Descriptive Geometry; Geology, Botany; Mineralogy; Physiology; English Literature and Rhetoric, Essays; History, modern; French and German Literature; Philosophy, metaphysics and ethics (Barbe).

6. *Exercises.*

All the college classes were exercised in composition, elocution, and extemporaneous speaking once a fortnight. The compositions were read before the class, and commented upon by the students and professor. The exercises in elocution were generally in English, but occasionally in Latin. Much attention was bestowed on debates and extemporaneous discussions, as they are deemed conducive to mental development, and well calculated to inspire the students with confidence in their own resources. During these discussions, the general elocution and gesture, as well as pronunciation, were carefully criticised, and such suggestions made as tended to enable the students to appreciate the importance of a natural and animated style, both in reading and writing.

One hour each day was devoted to Philosophy, the students

being required to express themselves in the Latin language. There were, moreover, two hours weekly allowed for Latin conversation on various subjects; the special aim of the professor then being to impart an elegant and correct style of Latinity.

The De La Salle Literary Society continued to publish, in manuscript, their monthly journal, and gave three public entertainments during the year.

7. *Examinations.*

There were two public examinations, one in January, occupying four days, the other in June, at the close of the term, occupying one week. All who were likely to take any active part in testing the acquirements and abilities of the students, were invited to attend.

Candidates for the degree of Bachelor of Arts were required to translate with facility the various Greek and Latin works mentioned in the course, and to speak the latter language fluently and well. They were also subjected to searching examinations in Mathematics, Literature and Philosophy, and were required to write elaborate essays on given subjects.

8. *Mode of Instruction.*

Instruction is given by daily recitation from text-books accompanied with explanations, analyses and criticisms by the professor. The general plan of instruction combines the analytical and synthetical. Students of the higher classes, were required to use their text-books simply as such; the text merely furnished the basis of the argument or proposition. Even this the student had to clothe in his own language; for the remainder he had to depend on his own reading and observation, together with such suggestions as the Professor thought he needed to enable him not only to form an accurate conception of the subject under treatment, but also to give his impressions of it to the class orally or in writing.

9. *Discipline.*

The discipline of the College is committed to the President, who relies mainly on paternal advice and moral influence to secure propriety of conduct, diligent application and gentlemanly behavior.

10. *Gratuitous Aid.*

Gratuitous instruction was given to twenty-five students, and

d instruction at reduced rates, to fifty. The Institution no grant from any source for such aid.

11. *Description and value of College Property.*

College grounds are located in the city of New York, from One Hundred and Thirty-first to One Hundred and third streets, between Eleventh avenue and Broadway.

Buildings consist of two large brick buildings, which, with lands, are valued at	\$70,000 00
number of volumes, 6,000	12,000 00
Physical and chemical apparatus	1,500 00
.....	8,000 00
.....	3,000 00

Description and value of other College Property.

"Salle Institute" on Second street, between First and Second avenues, comprises four brick buildings used for a preparatory school, all of which are valued at

are valued at	40,000 00
Physical apparatus and library	2,000 00
.....	1,000 00

"Manhattan Academy" on Thirty-second street, between Sixth and Eighth avenues, consists of a four story brick building used as a preparatory school. The ground and building are valued at

at	48,000 00
and furniture	4,000 00

Total value of College property	<u>\$189,500 00</u>
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13. *Revenue.*

Term bills are the only source.

14. *Debts.*

15. *Price of Tuition.*

Standard tuition per session	\$300 00
for drawing, &c., extra	40 00
for preparatory schools	40 00

16. *Remarks.*

The Faculty have readily acquiesced in the programme of requirements adopted by the University Convocation. Thus far, admission to the Collegiate Department, has depended on a more complete course of Mathematics, English and History, than that now required; and since the close discipline of mathematical studies, and a familiar knowledge of the vernacular tongue, prepare the student admirably to reap the fullest fruit from his college labors, the Faculty would gladly see the standard of requirements, in these respects, raised.

17. *Close of the Report.*

At a regular meeting of the Board of Trustees, held at the College on the 9th day of December, 1864, a standing committee was appointed to draw up annual reports, and forward the same to the Regents of the University. The above has been prepared in accordance with that provision.

BRO. PATRICK,
Chairman of Committee.

BRO. PAULIAN,
EDW. J. SEARS, LL. D.,
Sec'y Board of Trustees.

XIX. COLLEGE OF THE CITY OF NEW YORK.

To the Regents of the University of the State of New York :

The trustees of the College of the City of New York, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 9th of September, 1867, containing a just and true statement of acts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject matters following, viz :

1. Number and Description of Professorships.

The professorships in said college during said year were the following :

1. A Professor of Moral, Intellectual and Political Philosophy.
2. Of English Language and Literature.
3. Of the Latin and Greek Languages and Literature.
4. Of French Language and Literature.
5. Of German Language and Literature.
6. Of Spanish Language and Literature.
7. Of History and Belles-Lettres.
8. Of Pure Mathematics.
9. Of Mixed Mathematics.
10. Of Chemistry and Physics.
11. Of Natural History and Physiology.
12. Of Drawing.
13. An Adjunct Professor of Philosophy.

2. Trustees, Faculty and other College Officers.

TRUSTEES.

The following is a list of the trustees of the college, with their respective places of residence :

James M. McLean, President, 3 West 34th street, N. Y. city.	
James B. Dupignac, 3 Lispenard street,	do
John Hayes, 89 Marion street,	do
James W. Farr, 11 Horatio street,	do
John F. Turner, 258 Seventh street,	do
[Senate, No. 49.]	12

S. Weir Roosevelt, 39 East 12th street, N. Y. city.	
William Hitchman, East 85th street,	do
Timothy Brennan, 92 Elm street,	do
Wilson Small, 266 Henry street,	do
Samuel B. H. Vance, 206 West 23d street,	do
James L. Miller, 314 East 14th street,	do
Richard Warren, 1 West 16th street,	do
James M. Post, 409 West 34th street,	do
Horatio P. Allen, cor. 3d av. and 90th street,	do
Owen Healy, 23 Cherry street,	do
Otto H. Coop, 74 Columbia street,	do
Benjamin B. Merrill, 190 West 18th street,	do
Samuel P. Patterson, 61 Third street,	do
William H. Neilson, 102 East 15th street,	do
Peter H. Jackson, 328 East 30th street,	do
Richard L. Larremore, 234 East 50th street,	do
Thomas Boese, Secretary of the Board, 98 East 38th str	

FACULTY.

The faculty of said college, including all persons charge the duty of giving instruction therein during said year, co of twelve professors, one adjunct professor, thirteen tuto one special instructor in elocution.

The other officers of said college, charged with duties other than those of public instruction, during said year, A librarian, an assistant to the professor of chemistry, a an assistant in the repository, and an assistant in the labo

The names of the several persons holding offices or pl the college during said year, with the offices or places h them respectively, and the salaries or annual compensat official services allowed to each of them, were as follows :

Horace Webster, LL.D., President and Professor of Moral lectual and Political Philosophy.....	\$4,
John Jason Owen, D. D., LL.D., Vice President, and Professor of the Latin and Greek Languages and Literature.....	4,
Gerardus Beekman Docharty, LL.D., Professor of Pure Mathematics and Secretary of the Faculty.....	3,
John Augustus Nichols, LL.D., Professor of Mixed Mathematics.....	3,

Edward Anthon, LL.D., Professor of History Belles-Lettres	\$3,750 00
Graeff Barton, A. M., Professor of English Lan- guage and Literature.....	3,750 00
Joemer, LL.D., Professor of French Language and Literature	3,750 00
Don José Morales, LL.D., Professor of Spanish Lan- guage and Literature	3,750 00
Don J. A. Koerner, Ph.D., Professor of Drawing ..	3,750 00
Robert Ogden Doremus, M.D., Professor of Chemistry Physics	3,750 00
Ernest Werner, M. S., Professor of German Language Literature	3,750 00
Christopher Draper, M. D., Professor of Natural History and Physiology	3,750 00
George Washington Huntsman, A. M., Adjunct Profes- sor of Philosophy	3,750 00
John Howard Palmer, A. M., Tutor.....	2,500 00
William Beinhauer Silber, A. M., Tutor.....	2,500 00
William Edwin Arad Sheldon, A. M., Tutor	2,500 00
Charles George Compton, A. M., Tutor.....	2,500 00
John Fabragou, A. M., Tutor	2,500 00
John Oudin, A. M., Tutor	2,500 00
John Godwin, A. M., Tutor	2,500 00
John Woolf, A. M., Tutor	2,187 50
John Knox, A. M., Tutor	2,187 50
Charles Tisdall, A. M., Tutor	2,187 50
Charles Stratford, A. B., Tutor	1,250 00
Charles Roberts, Jr., A. M., Tutor	1,250 00
Edward Morrison, A. M., Tutor	1,562 50
John E. Frobisher, Special Instructor in Elocution ..	2,000 00
H. Chambers, Librarian and Registrar.....	3,750 00
John F. Wilkinson, Assistant to the Professor of Chem- istry	2,500 00
John Delany, Janitor.....	1,200 00
P. Kissner, Assistant in the Repository	700 00
Charles Wolfe, Assistant in the Laboratory.....	936 00

3. *Number of Students.*

The whole number of students, undergraduates in said College,
during said year, was:

Whole number in the Introductory Class	397
Whole number in the four Collegiate Classes	259
Left or dismissed from Introductory Class for various reasons	156
Left or dismissed from the four Collegiate Classes for various reasons	60
Graduated September 19th, 1867	30
Maximum age on admission to Introductory Class, 19 years.	
Minimum do do do 14 do	
Average do do do 14 do 9 mo.	
Average age of Graduating Class	20 do 1 do

During the collegiate year leave of absence was granted to six students on the ground of ill health. A large majority of the students who left college during the year entered at once upon business pursuits, several began the study of the various professions, and most of the others withdrew from inability to keep up with the studies of their classes.

The intended occupations of the graduates of this year are not known to the college authorities.

4. *Classification of Students.*

1. In the Senior Class	32
2. In the Junior Class	40
3. In the Sophomore Class	67
4. In the Freshman Class	120
5. In the Introductory Class	397
Total	<u>656</u>

During the collegiate year the Introductory students, who pursue the Ancient Course, study Latin Grammar (through Syntax), Andrews' Latin Reader (nearly complete), and two books of Cæsar's Commentaries; Docharty's Algebra and Geometry, Linear Drawing, Elementary Chemistry and Physics (by lectures); Natural History, Anatomy and Physiology; Rhetoric (by lectures); the notes on which are considered as compositions; Barton's Outlines of Universal and English Grammar.

Those who pursue the Modern Course, study instead of Latin, Vannier's Spelling and Pronunciation, Robertson's Grammar, and portions of Roemer's Polyglot and Elementary Readers.

5. *Academic Degrees.*

The following are the names of those who received Academic degrees at the last commencement, September 19, 1867.

DEGREES IN COURSE.

BACHELORS OF ART.

Arthur Morton Hanks.	George Washington P. Smith.
William James Cumming.	William Hindhaugh, Jr.
Charles Otis Kimball.	William Sommerville Stevenson.
Eugene Louis Bashe.	Oliver Martin Arkenburgh.
Charles Edward Hiscox.	Eugene Blondel.
Samuel Edmund Seaman.	Edward B. Dudley.
Henry Fowler Chapman.	Francis Marko Scott.
Bernhard Grunhut.	Martin Hasset Ray.
William Ladd Moore.	Eleazer Goldsmith.
Daniel Phoenix Ketchum.	Morris Henry Grau.
Selah Hiler Elliott.	Louis Fellows.

BACHELORS OF SCIENCE.

James Mace Farnsworth.	Lucius Henry Nutting.
William Carl Hess.	Henry Clay Harding.
Franklin Bayard Patterson.	James Franklin Donaldson.
Edward Daniel Farrell.	William Gustavus Simmons.

MASTERS OF ARTS.

John William Warth, A. B.	Edward Lauterbach, A. B.
Augustus Fred'k Dohrman, A. B.	Siegmund Spingarn, A. B.
William Westerfield, Jr., A. B.	John Pease Harsen, A. B.
William Henry King, A. B.	Clinton Jones Hartt, A. B.
George Frederick Mayer, A. B.	Jasper Theodore Kane, A. B.

MASTERS OF SCIENCES.

Charles A. Flammer, B. S.	Michael J. Dwyer, B. S.
Henry K. Coddington, B. S.	Charles E. Oakley, B. S.
James Candler, Jr., B. S.	Lucius McAdam, B. S.
Joseph Lane R. Wood, B. S.	Henry J. N. P. Edmonson, B. S.

6. College Terms and Sessions.

There are two College terms. The first term begins on the third Wednesday of September and ends at the middle of February. The second term begins at the middle of February and ends on the fourth day of July.

7. Subjects and Course of Studies.

There are two courses, Ancient and Modern, differing only in the languages studied.

FRESHMAN CLASS.

First Term.—September, 1866, to February, 1867.

Latin.—Virgil's *Æneid*, Books I. and II., with frequent reviews ; Andrews and Stoddard's Latin Grammar; Prosody; Exercises in Versification. Three lessons a week.

Greek.—Sophocles' Greek Grammar, and Silber's Greek, Lessons, studied and reviewed. Two lessons a week.

History and Belles-Lettres.—Willson's Outlines of History to page 165, with chronological notes and tables. Two lessons a week. Day's Rhetoric, to page 150, with comment and illustration. Two lessons a week.

Mathematics.—Docharty's Plane and Spherical Trigonometry and Mensuration, complete. Five lessons a week. Descriptive Geometry and its applications; from manuscript. Five lessons a week.

English.—Fowler's English Grammar (abridged)—Etymology, pages 174 to 215. One lesson a week.

Second Term.—February to July, 1867.

Latin.—Virgil's *Æneid*, Books III. and V., with exercises in scanning and Latin prose composition. Three lessons a week.

Greek.—Owen's Greek Reader (the Fables, Jests of Hierocles, ten Dialogues of Lucian, and the Odes of Anacreon, with attention to scanning, and reviewed). Sophocles' Greek Grammar, reviewed, with particular attention to etymology and syntax. Two lessons a week.

History and Belles-Lettres.—Willson's Outlines of History, page 165 to 321, with chronological notes and tables. Three lessons a week. Day's Rhetoric, from page 151 to end, with comment and illustration. Two lessons a week.

Mathematics.—Docharty's Analytical Geometry, entire and reviewed, and Docharty's Surveying and Navigation. Five lessons a week. Constructions of Shades and Shadows, Perspective, from manuscript, with applications. Four lessons a week.

Natural History.—Draper's Anatomy, Physiology, and Hygiene, 75 pages, comprising Dynamic Physiology and Hygiene. One lesson a week.

The Modern Course students, instead of Latin and Greek studied French and Spanish, as follows :

First Term.—French.—Robertson's Grammar, entire. Roemer's

Second Reader, 200 pages, and review of the same. Dictation, with application of Grammar. Three lessons a week.

Spanish.—Ollendorff, pages 9 to 66; Velasquez's Grammar, pages 402 to 423; Morales' Reader, 9 pages; Butler's Phrases, 24 pages; Regular Verbs and Reading. Two lessons a week.

Second Term.—French.—A general review of the studies of the preceding term. Roemer's Polyglot Reader, Part II., 20 pages, translating English into French, with application of Grammar; Roemer's Second Reader, 120 pages. Two lessons a week.

Spanish.—Ollendorff, page 66 to 181; Velasquez's Grammar; page 327 to 456; Iriarte's Fables, 26 pages; Morales' Reader, 13 pages; Butler's Phrases, 20 pages; Regular and Irregular Verbs; Reading and Conversation.

SOPHOMORE CLASS.

First term.—September, 1866, to February, 1867.

Latin.—Johnson's Cicero, the four Orations against Catiline, and the Oration for the Poet Archias, with frequent reviews. Two lessons a week.

Greek.—Owen's Xenophon's Anabasis, Book I., and reviewed. Three lessons a week.

History and Belles-Lettres.—Willson's Outlines of History, page 322 to 562, with notes and chronological tables. Five lessons a week.

English Literature.—Graham's English Synonymes, 230 pages; studied and reviewed, with regular exercises in Etymology. Three lessons a week.

Mathematics.—Docharty's Differential Calculus, to the application of the Calculus to the Theory of Curves. Two lessons a week.

Physics.—Lectures, with illustrations, were delivered twice a week to the class.

Drawing.—The class drew from casts and models, and took notes from lectures on Ornamentics. Four lessons a week.

Political Economy.—Wayland to page 187.

Second term.—February to July, 1867.

Latin.—Andrews' Sallust, 69 pages of Jugurtha, with frequent reviews. Two lessons a week.

Greek.—Owen's Xenophon's Cyropædia, Book III., 2 chapters and 22 sections of Chapter 3, with reviews. Three lessons a week.

English Literature.—Shaw's English Literature, pages 45 to 193, omitting Chap. IV., studied and reviewed. Three lessons a week.

Philosophy.—Coppée's Logic, and Wayland's Political Economy, entire. Five lessons a week.

Mathematics—Docharty's Differential and Integral Calculus, completed. Three lessons a week.

Drawing.—Free-hand Drawing, from ornaments and casts; three lessons a week. Lectures on Architectural Orders, once a week.

Natural History.—Lectures, illustrated by maps, models, etc., were delivered to the class once a week, on Physical Geography.

The Modern Course students, instead of Latin and Greek, studied French and Spanish, as follows :

First Term.—French.—Roemer's Second Reader, 50 pages, with Grammatical and Logical Analysis, in French; 50 pages from Sadler's Petit Cours, translated into French. Two lessons a week.

Spanish.—Ollendorff, 120 pages; Velasquez's Grammar, 25 pages; Quintana, to page 39; Moratin, 5 pages; Pizarro's Phrases, 14 pages; Regular and Irregular Verbs, parsing, reading and conversation. Three lessons a week.

Second Term.—French.—Moliere's Bourgeois Gentilhomme and Les Femmes Savantes; Racine's Esther; Analysis of the Plays and explanations in French, 40 pages from Sadler's Petit Cours, translated from English into French. Two lessons a week.

Spanish.—Ollendorff completed, 165 pages; Velasquez's Grammar completed, 30 pages; Ascargota, to page 47; Moratin's Comedies, pages 185–210; Pizarro's Phrases, 25 pages; Irregular Verbs, Grammatical Analysis, dictation, reading and conversation. Three lessons a week.

JUNIOR CLASS.

First Term.—September, 1866, to February 1867.

Latin.—Lincoln's Livy, Book, I., and 12 chapters of Book II. Two lessons a week.

Greek.—Owen's Homer's Iliad, Books I and II., except the catalogue of the ships. Three lessons a week.

Philosophy.—Mahan's Intellectual Philosophy, entire. Three lessons a week.

English Literature.—Fowler's English Grammar (large edition), to page 188 with a few omissions, studied and reviewed. Two lessons a week.

natural Philosophy.—Bartlett's Analytical Mechanics, 270 , studied and reviewed. Five lessons a week.

Physics.—Lectures, with illustration, were given twice a week to class.

Geology.—Lectures were delivered once a week to the class.

Second Term.—February to July, 1867.

Latin.—Anthon's Horace's Odes, Book I. One lesson a week.

Greek.—Owen's Homer's Odyssey, Book I. One lesson a week.

Logic.—Mahan's Logic, entire. Four lessons a week.

English Literature.—Shaw's English Literature, pages 208 to omitting chapter 5. Two lessons a week.

natural Philosophy.—Bartlett's Analytical Mechanics, 61 pages; Bartlett's Acoustics, 130 pages; Bartlett's Optics, 120 pages; Bartlett's Spherical Astronomy, 75 pages. Five lessons a week.

Historic.—Lectures were delivered once a week to the class.

Physics.—Lectures, with experimental illustrations, were delivered twice a week to the class.

Lectures on the Fine Arts were also delivered to the class by a Professor of Drawing.

Modern Course students, instead of Latin and Greek, had Spanish and German, as follows :

1st Term.—Spanish.—Ollendorff.—pages 85 to 533 ; Moratin's Comedies, 55 pages; Don Quijote, to page 44 ; Sales' Grammar, pages 25 to 163, 217 to 263, 303 to 345, and 460 to 463 ; Similar Verbs, Grammatical Analysis, Dictation, Reading, Conjugation and Translations from English into Spanish. Three lessons a week.

German.—Glaubenskleer's Reader, 1st part ; Glaubenskleer's Grammar, Theoretical part. Two lessons a week.

2nd Term.—German.—Bremen Reader, 60 pages. Two lessons a week.

SENIOR CLASS.

Elective.—The Students of the Ancient Course take either French, English or German, as they may elect, during their Senior year.

First Term.—September, 1866, to February, 1867.

Greek.—Owen's Thucydides, chapters 88-118. One lesson a week.

Philosophy.—Butler's Analogy, 110 pages; Hamilton's Meta-

physics, 12 lectures; Alexander's Moral Science. Two lessons a week.

Chemistry.—Lectures, with illustrations, were delivered four times a week to the class.

Astronomy and Engineering.—Bartlett's Applications of Astronomy to Navigation, Geodesy, etc., 220 pages, with practical examples; Mahan's Civil Engineering, 84 pages; Topographic Drawing. Four lessons a week.

French.—Vannier's Pronunciation; Robertson's Grammar, 20 lessons; Roemer's Polyglot Reader, part I.; Roemer's Elementary Reader; Regular and Irregular Verbs. All the above were carefully reviewed. Four lessons a week.

Second Term.—February to July, 1867.

Ancient Languages.—Crosby's *Cedipus Tyrannus*, 275 lines; Anthon's *Horace's Odes*, Book II. One lesson a week.

Philosophy.—Constitution of the United States, and Kent's Commentaries on International Law, 294 pages. Two lessons a week.

Engineering.—Mahan's Civil Engineering, 175 pages; Mahan's Field Fortification, 118 pages; Mahan's Stereotomy, 48 pages. Four lessons a week.

Chemistry.—Lectures, with experimental illustrations, were delivered to the class four times a week.

Natural History.—Lectures were delivered twice a week to the class on the Blowpipe Analysis applied to Mineralogy, and the students made practical applications of the principles.

French.—Roemer's Second Reader, 200 pages translated into English with logical and grammatical analysis. General review of the studies of the previous term.

Those students who chose Spanish studied it as follows:

First Term.—Ollendorff, pages 9 to 114; Morales' Reader, 14 pages; Butler's Phrases, 41 pages; Velasquez's Grammar, complete. Regular and Irregular Verbs, Reading and Conversation. Four lessons a week.

Second Term.—Ollendorff, pages 114 to 298; Don Quijote, to page 33; Sales' Grammar, pages 25 to 163, 192 to 196, 217 to 246, 303 to 314, and 459 to 463; Moratin's Comedies, 20 pages. Irregular Verbs, original composition in Spanish, dictation, translations from English into Spanish, and conversation. Four lessons a week.

Those students of the Ancient Course who studied German died as follows :

First Term.—Glaubensklee's Grammar and Exercises ; Glaubensklee's Reader. Four lessons a week.

Second Term.—Oltrogge's Reader, 90 pages ; Badekuren. fifteen pieces translated into German. Four lessons a week.

The Modern Course students, instead of the Language course pursued by the remainder of the class, studied German as follows:

First Term.—Oltrogge's Reader, 40 pages ; Hermann and Dörheia ; Otto's Conversation Grammar, 1st Part, 217 pages. Five lessons a week.

Second Term.—Otto's Grammar, 2d Part, 142 pages ; Oltrogge's Reader, 50 pages ; Wallenstein ; Benedix's Steckbrief. Five lessons a week.

8. *Exercises.*

The Seniors and Juniors each declaimed five original discourses before the entire College, as a regular part of the morning exercises in the Chapel.

The Sophomores were exercised once a month in declamation and English composition throughout the collegiate year, each member of the class declaiming twice during the second term, in the Chapel, before all the students.

The Freshmen were required to write one composition a month.

All compositions were criticised as to sentiment and logical rhetorical qualities, and, where they were to be declaimed, special attention was given to their adaptation to oratory.

Each student is rehearsed twice before declaiming. The Seniors have class-drill in oratory once a week ; the Juniors and Sophomores once in three weeks. All of the oratorical exercises are criticised with reference to expression, action, etc. In addition to the prescribed exercises, many students derive benefit from the Literary Societies.

9. *Exhibition and Prize Contests.*

Junior Exhibition.—On the second Friday in February is held the exhibition of the Junior class, at which time there is public speaking of original compositions by members of that class. The speakers are appointed by the faculty from among those whose standing on the preceding merit-roll is not lower than "good."

Prize Speaking.—On the Wednesday preceding commencement an exhibition of prize speaking is held, when two representatives

of each of the three higher classes, elected by their class-mate contend for a prize for excellence in public speaking, called the "Prize of the President of the Board of Education." At the same time and place, representatives, one from each of the same classes and similarly chosen, contend for a "Prize to the best Declaimer of a Selected Poem." The prizes are awarded by a committee of gentlemen appointed by the President of the Board of Education, the announcement of the award being made at commencement.

PRIZES FOR DECLAMATION, 1867.

PROSE.

Prize of the President of the Board of Education—To Matthew C. Julien, of the Sophomore class, "Irving's Life of Washington."

POETRY.

Prize to the best Declaimer of a Selected Poem—To Fred'k J. Newman, of the Sophomore class, Dana's "Household Book of Poetry."

THE RIGGS COMPOSITION MEDALS.

Elisha Riggs, Esq., has founded a prize in composition, consisting of two gold medals, procured from the investment of \$1,000, to be awarded annually, respectively to "the author of the best English prose composition in the Senior class," and "to the author of the best English prose composition in the Junior class." An additional medal was awarded this year to the author of the best original poem on a given subject. The successful compositions are read on the occasion of prize speaking. The subjects of the essays for each class are assigned at the beginning of the collegiate year, and the award is made in July by the trustees, who are the president, the professor of history and the professor of English.

SENIOR CLASS.

Subject—"The Heroic: Ancient and Modern," to Samuel E. Seaman.

JUNIOR CLASS.

Subject—"In what does Education consist?" to Robert B. McMaster.

ORIGINAL POEM.

Subject—"The Goal of Modern Progress," Richard R. Bowker, of the Junior Class.

FRENCH PRIZE TRANSLATION.

The translators contending for this prize are elected by ballot and by the students of the three higher classes who have studied French in this college—two from each class. The translation is made after the summer examination, on a day appointed by the president, and within a given time—not exceeding three days. The work of each competitor is marked for accuracy of translation by the Professor of French, and for excellence of English by the Professor of English, and from the addition of such marks the successful competitor is determined. The names of the competitors are unknown to the examiners, each paper being distinguished by some motto or assumed name. The prize this year (1867,) was awarded to John H. Innes, of the Sophomore class.

In addition to the above prizes, there are three gold, three silver and twenty bronze medals awarded for proficiency in various subjects.

10. *Examinations.*

There are two examinations of all the classes, in all the subjects studied—one in February, at the close of the first term, and the other in June, at the close of the year, each being continued about a week. The examinations are partly oral and partly written. They are conducted by the professors of the various departments, each student's work is marked by his own teacher.

11. *Mode of Instruction.*

Text-books are used in all departments except that of Drawing and the Fine Arts, in which the instruction is by lectures and exercises. In most of the departments lectures are delivered in addition to the lessons learnt from the books.

12. *Discipline.*

Ordinary negligence and misbehavior are punished by demerit marks, which lower a student's standing in his class at the end of the term. In severe cases students are reprimanded before the faculty, suspended or dismissed.

13. *Statutes or By-Laws.*

A copy is transmitted with this report.

14. Description and value of College Buildings.

The only building devoted to the use of this college contains twenty recitation rooms, two lecture rooms, two drawing rooms, one chapel, one library, one laboratory, two offices for the president, apartments for the janitor, and several store-rooms. The value of the building and grounds is estimated at \$150,000.

The library contains 14,500 volumes of valuable and well selected works, the cost of which cannot be stated with precision, as some portions have been donated through private munificence; but the estimated value is placed at \$50,000.

The repository contains 7,000 text-books, which are for the use of the students, to be kept in good order by them and returned on leaving, or when called for. Estimated value, \$12,000.

LABORATORY.

The Laboratory is well provided with the necessary apparatus of glass and porcelain, and with an extensive suite of chemical preparations, to which additions are constantly being made by the Professor having charge of the Department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the College.

APPARATUS.

The Apparatus consists of full sets of French, German, English and American instruments, to illustrate the subjects of Surveying, Navigation, Mechanics, Sound, Light, Heat, Electricity and Magnetism. The subject of Civil Engineering is illustrated by fine French models of Oblique Bridges and Topographical Drawing, and models of Groined Arches and Spiral Staircases. There are also several models of Fortifications.

Estimated value of Apparatus in the Chemical, Physical, Philosophical and Mathematical Departments, \$17,500.

NATURAL HISTORY.

The department of Natural History is provided with a Cabinet of Geological, Mineralogical, and Conchological specimens, the last presented by Townsend Harris, Esq. There is also a fine and large collection of Corals from the Florida reefs, which was presented to the College by Major Walter McFarland, U. S. Engineers, formerly a student in the Institution.

The subject of Physiology is illustrated by Skeletons, Manikins, etc.

Estimated value, \$2,000.

DEPARTMENT OF DRAWING.

The Drawing Department is furnished with the following classes of models and casts :

1. Models of Geometrical Solids.
2. Models of Mouldings.
3. Casts of Architectural Ornaments, of different styles.
4. Cast Models of some orders of Architecture.
5. Busts, Casts from Antiques, and Masks from Nature.
6. A selection of Casts taken from Antique Sculptures of the Parthenon and the Temple of Minerva, in Athens—called "Elgin Marbles"—partly Bas-Reliefs and High Reliefs, partly Statues. These were presented by Chas. M. Leupp, Esq., of New York.
7. Different Casts of Bas-Reliefs, with Mythological Fixtures.
8. Different Casts of Torsos and portions of the Human Figure, partly from antiques, partly from later Sculptures.

Estimated value of Casts, etc, \$3,000.

SUMMARY OF ESTIMATED VALUES.

Building and ground	\$150,000 00
Library.....	50,000 00
Apparatus of all kinds	17,500 00
Cabinet of Natural History, Models, etc.,.....	2,000 00
Casts, Models, etc., in Art Department.....	3,000 00
Total ..	<hr/> \$222,500 00

15. *Description and Value of other College Property.*

Holbrook Library Fund.....	\$5,000 00
Grosvenor.....	30,000 00
Pell Medal Fund.....	500 00
Burr Medal Fund.....	500 00
Cromwell Medal Fund	500 00
Riggs Medal Fund.....	1,000 00
Ward Medal Fund (a mortgage for).	1,000 00
	<hr/> \$38,500 00

16. *Debts.*

The College is out of debt.

17. *Expenditures.*

Revenues and expenditures for the year ending on the 10th day of July, 1867.

RECEIPTS.

Balance on hand at date of last report.....	\$33,986 35
Amount of requisition upon the Comptroller on account of the College Fund.....	105,000 00
Total receipts.	<u>\$138,986 35</u>

PAYMENTS.

Salaries of Officers and Teachers.....	\$98,727 00
Books and Supplies	8,760 77
Scientific Apparatus	2,862 59
Repairs of Building.....	1,967 89
Expenses of Printing Commencement, Fuel, Gas, Stationery, Cleaning, and all other incidentals.....	7,511 68
	<u>\$119,829 93</u>
Library Books from Literature Fund ..	234 99
Balance on hand	18,921 43
	<u>\$138,986 35</u>
<i>July 10, 1867.</i>	

Receipts and Expenditures, on account of the Grosvenor Fund transferred to the College by resolution of the Board of Education, adopted December 5th, 1866, for the year ending 10th July, 1867.

RECEIPTS.

On hand December, 1866.....	\$14,526 19
From United States Trust Company ; balance of Certificate of Deposit.....	1,500 00
From United States Trust Company. Interest on deposits	1,305 79
From Interest on bonds and mortgages	505 00
Total receipts.	<u>\$17,836 98</u>

PAYMENTS.

For Registered United States Bonds,		
Five-twenties	\$14,000	00
For Premiums on United States Bonds.	778	75
For Library Books	589	62
	<hr/>	
Balance on hand	\$2,468	61
	<hr/>	
July 10, 1867.		\$17,836 98
		<hr/> <hr/>

Statement of the Grosvenor Fund, bequeathed by the late Seth Grosvenor, the interest of which is to be applied to the purchase of Library Books.

Bonds and mortgages, on real estate in the city of		
New York, invested in accordance with the bequest	\$16,000	00
Bonds of the United States, Five-twenties.....	14,000	00
	<hr/>	
Total bequest.....	\$30,000	00
July 10, 1867.		<hr/> <hr/>

18. *Price of Tuition.*

No charges are made for tuition, books or stationery ; but all students are required by law to account for damages to any property entrusted in their charge.

At a meeting of the Board of Trustees of the College of the City of New York, held October 19th, 1867, it was ordered that the foregoing report be properly authenticated by the Chairman and Secretary of the Board, under the seal of the College, and transmitted to the Board of Regents of the University of the State of New York.

JAMES M. McLEAN, *Chairman.*

THOMAS BOESÉ, *Secretary.*

XX. RUTGERS FEMALE COLLEGE, NEW YORK CITY.

To the Regents of the University of the State of New York :

In forming a plan for a female college, the work that is before the Trustees and founders is one of no ordinary labor. As compared with a college for young men, the difficulties to be met are far greater, and the precedents to guide the course are few in number, and of such recent establishment that they can scarcely be said to have stood the test of experience. The plans that are here presented, therefore, in the arrangement of Rutgers Female College, are brought forward in the hope that educators may regard them with that consideration which is due to a work in a new and comparatively untried field.

There has been felt for some years in the city of New York, the need of an institution of the highest class for the education of women. Such an institution should stand in the centre of its own patronage. The great metropolis of the American people should be able to lead in a work like this; rather than be under the necessity of sending its daughters away from the influence of hearth and home, to obtain the best and highest culture. Yet previous to the inauguration of Rutgers Female College, there was no institution in the city with the powers and advantages of a full college charter. To supply this want, to remedy this evil, the Trustees of Rutgers Institute applied for and obtained the passage of a legislative act, by which on the 11th of April, 1867, they obtained for their institution equal privileges with any college in the State.

The great work of adjusting and determining the future system of instruction now lay before the president, faculty and board. Anxious at the outset to have the aid and approval of wise and experienced men, they issued a circular wherein were briefly presented their purposes and hopes, requesting the attendance of those who received it at a convention to be held at the college. The circular also requested that those who could not attend would express in writing any views in regard to female education, in either general or specific aspects, which their observation or reflec-

tion might have led them to deem of importance. By this means, the board hoped to accomplish several objects; partly to receive suggestions which they might embody in the course of instruction, and also to ascertain, amid the many theories discussed among educators, what are the really established views respecting woman's education held by men of experience and culture.

The fulness and cordiality of the response to this circular exceeded the expectations of the friends of the college. A very large number of letters were received, containing views and suggestions of great value and interest. The convention held at the institution on April 25th, was an occasion of much encouragement, and an augury of future success. The meeting was opened by Chancellor Ferris of the University of the city of New York, the first president of Rutgers Institute, who dwelt upon the past career of the institution, and described the work which had been here achieved.

President Pierce of Rutgers then read a paper giving the outline of the principal ideas on which the proposed course is founded, and describing those features which are in any respect novel or peculiar. The general subject was then laid before the meeting for consideration, and remarks and addresses, some of them previously prepared, others impromptu, were made by a number of gentlemen.

Dr. Charles E. West, principal of the Brooklyn Heights Seminary, read a discussion of the sphere of mathematics in the training of women, considered in the light both of history and of personal experience. President Smith, of Dartmouth College, and President Loomis, of Lewisburg University, both spoke upon the respective claims of classical and scientific branches, and the propriety and necessity of optional courses of study. A valuable discussion was made by Prof. Arnold Guyot, of Princeton, of the possible improvement in methods of instruction, in order to economize labor and time, and give opportunity for wider investigation in the period covered by a college course. Mr. Hodgins, Deputy Superintendent of Education for Upper Canada, gave an interesting comparison of the public school system of that province with that of the United States, and described the want developed in connection with the Canadian classical institutes for young men, of higher facilities among young ladies for the study of the ancient languages.

The Rev. Dr. Todd, of Massachusetts, delivered an instructive

series of remarks upon the wants and necessities of women in our country, alluding to some errors in her education, and pointing out the dangers which thence arise. Dr. Crosby, of New York, spoke on the proposed department of biblical study in the new course, and gave his views of its importance.

The whole proceedings of this occasion have been published in a pamphlet form by the college, and somewhat widely distributed; copies may at any time be obtained from the president, as it is the wish of the board and faculty that all who desire may freely share with them whatever of benefit may thus be obtained for the great cause of education.

During the remainder of the college year, and until the present time, the all absorbing work of the faculty has been the elaboration and introduction of the new collegiate course. In this work there are many and peculiar difficulties; not only are there the theoretical questions before alluded to, in laying out the scheme for a female college, but when that scheme of studies is framed, the work is only begun. During the first few years, the work must be a progress, a growth; it cannot be fully introduced at once; only by patient, persevering care can so great an endeavor be brought to a complete and successful accomplishment.

All that the board can now do in reporting to your honorable body, is to sketch the general plan which they have adopted, and to show how far during the present year that plan has been carried into operation.

I. FUNDAMENTAL IDEAS OF THE COURSE.

The first question that presented itself was, what shall be the guiding and governing principles in determining the nature of the course? This question resolves itself into two, viz; what shall be the general degree of culture aimed at, and what specific forms of instruction shall be adopted.

1. *Grade of Female Education.*

This important question is, happily, to the minds of the board, one of comparatively easy solution. If woman was in her very creation designed as a companion and helpmeet to man, there cannot possibly be any righteous grounds for limiting her intellectual development, or fixing it at a lower point than his. This subject was discussed at some length by the president in his Baccalaureate address to the last graduating class, lately published by desire of

the trustees, as expressing their own conceptions. "If it is best for the young man that, by a liberal education, his memory should be strengthened, his reasoning powers disciplined, his judgment matured, his mind enlarged, why is it not best for the young woman also? This is a question for those who differ with us to answer. It is a question that none would seriously ask, were it not that the minds of many are unconsciously swayed by a belief in the essential inferiority of woman. It can only arise from this pernicious error, or from some doubt as to the real advantage of a liberal education—an error and a doubt, both of which should be remanded to the dark ages.

"Generally, then, we would say, there is no reason why woman should be debarred from any portion of the studies common to all liberally educated men."

2. *Specific Forms of Instruction.*

The second question that arose for consideration is, what specific forms of instruction should enter into the course of ladies' education? This question is one of exceeding difficulty. Even in the matter of collegiate study for young men, the intellectual world is now resounding with the contest between the advocates of classical and of physical studies. In female education this same controversy is further complicated by the fact that while the degree of culture aimed at should be equal to that of men, there must still be a certain amount of difference in its specific forms. The æsthetic and emotional forms of thought are so marked a characteristic of the mind of woman, and have so great an influence in her actual life, that they require a degree of care and cultivation in any judicious scheme of female education, for which no need is felt in the case of young men. Education implies in its very etymology the development, guidance and adjustment of the mental and moral powers; and hence where these are found to differ in any material respects, there of necessity must there be a corresponding difference in education, as there will be in life.

The problem thus resolves itself into this: to ascertain what kinds and what amounts of the studies of our young men's college can be with advantage introduced into female education; and, also, what modifications should be imposed thereon by the social and intellectual needs of woman, and by the tendency and spirit of the age. In the four brief years of a college course but little can be done in any one department; the main object must be so to intro-

duce the student to the great fields of thought, that in after years he may be able to explore wherever inclination or opportunity may lead him. Thus alone can true scholarship ever be attained; for the man who is ignorant in any one great department of thought is ever limited and crippled by that fact, consciously or unconsciously, whatever may be his opportunities or acquirements in other fields.

The principle adopted as the foundation of our plan, viz: the intellectual equality of man and woman, leads to the necessity for an equal provision for the supply of their intellectual wants; so that the trustees feel that no one of the great departments of thought can be excluded from a definite share in the course proposed in Rutgers Female College.

The view of the president and board is, however, that in seeking a foundation for a scheme of studies, it should be found not in the purely abstract sciences, nor yet in the languages and literature of the past, but in the vast realm of facts, in the disclosures of nature and of history. With these as the basis, the groundwork, there may then be introduced in connection with them the ancient and modern languages, and the studies commonly called disciplinary, the mathematics, together with those lighter and more elegant forms of culture adapted peculiarly to women.

The proposed division of studies in the college is therefore the following:

1. A Professorship of Chemistry and Natural History.
2. do Physiology, Hygiene, and Applied Science.
3. do Mental and Moral Philosophy.
4. do History.
5. do Mathematics.
6. do Biblical Literature and Christian Evidences.
7. do Ancient Languages and Literature.
8. do Modern Languages and Literature.
9. do Fine Arts.

The fundamental instruction in the realm of facts is thus divided between four Professors, as follows:

I. DEPARTMENT OF NATURAL SCIENCE.

This chair will include the regular instruction in Natural Philosophy, Chemistry, Mineralogy, Botany, Zoology and Geology;

to which will be added lectures by other Professors on Physical Geography and Palæontology. The simpler branches are begun at an early day, before entering the College, in the belief that thus the mind can be supplied with facts, on which the higher generalizations of science can be easily engrafted at a later stage in the course. The several departments of these sciences are illustrated by apparatus and cabinets, and by occasional botanical and mineralogical excursions with the Professor and the lady teacher of the class.

II. DEPARTMENT OF APPLIED SCIENCE, OR HOME PHILOSOPHY.

This new department is designed to meet a deeply felt want in much college instruction, arising from the fact that the science taught in the class-room is not brought into any clear and definite relation with the wants and experiences of actual life. Students thus derive no practical benefit from the information they receive, because it is so disconnected from the sphere of daily experience. Hence there is little interest in the past study, and little retention of it in the mind.

Anatomy, Physiology and Hygiene, are prominent parts of this department, and also culinary science, and the laws of æsthetics, or the scientific principles of taste. In the words of the catalogue, "anatomy and physiology will be taught in such manner and to such extent as may be useful and suitable for young ladies, and will form the foundation of the very important study of hygiene, which includes the laws of health in relation to apartments, care of the sick, dress, diet, exercise, etc. The department of domestic æsthetics is designed to afford scientific information in regard to many familiar articles of use and ornament, as gems, textile fabrics, and various elegant wares and precious substances."

This Professorship is in the hands of a regular physician, familiar with organic chemistry, accustomed to the management of hospitals, and both experienced and successful in medical and surgical practice.

Much to the regret of the President and Board, the pressure of other studies has involved the almost inevitable postponement of the opening of this new department until the next collegiate year. The Professor who has it in charge, however, is preparing his plans for a more full and systematic arrangement of his course than would be possible at the present early day.

III. MENTAL AND MORAL PHILOSOPHY.

The third class comprises those sciences whose facts and laws are those of the intellectual and moral powers. This department, although like that of natural science, it is by no means new in the institution, is yet expanded and raised to a higher position under the collegiate scheme; and in the charge of its Professor, whose brother, Prof. T. C. Upham, of Bowdoin College, is so widely known as an author in this field, has been opened with much success and promise.

It is needless to dilate upon the importance of these branches of study to the well being both of individuals and of society. Abstruse metaphysics, indeed, may be of value (only) to the philosopher; but the grand facts of our mental constitution, and the moral laws which apply to every character and every life, must be at once recognized as of prime importance.

IV. DEPARTMENT OF HISTORY.

The last of the professorships in the great world of facts is that of ancient and modern history. The belief is strong in the minds of the board and faculty that this is a branch of college instruction which has not been adequately estimated. In the formation of history both man and nature take part, so that in order to understand aright its mighty and precious labors the student should have some familiarity both with physical facts and with moral laws. The hand of divine providence, moreover, guiding the course of the ages, partly through natural laws and partly through human freedom, onward in a ceaseless progress and development toward truth, and liberty through the truth, gives the mind many of its loftiest and most ennobling conceptions.

V. DEPARTMENT OF MATHEMATICS.

Intimately associated with many of the physical sciences is the study of mathematics, which has also great value in training the mind to accurate thought and careful reasoning. It is felt, therefore, that this is a department which is indispensable to a liberal education, and deserves its full share in the course of studies. At the same time the board are free to declare that for many reasons they feel unwilling to require that laborious and extended mathematical study which has frequently been recommended and pursued. Here comes in one of the modifications which, in their opinion, the nature of the female mind makes requisite. There is

less tenacity of grasp, although more quickness of conception, in woman; and hence to her the study of high mathematics is frequently one of extreme and injurious labor, with but slight resulting advantage, from the very nature of her powers. On this point the faculty have the opinion of Dr. Charles E. West, for many years Principal of Rutgers Institute, in his instructive paper read before the meeting in April; in which he expresses his belief that the attempt to enforce high mathematics as an unwarying element in the studies of women, has been unhappy and unwise, and recommends that provision be made in regard to these studies for the capacities of different minds.

Acting on their own convictions, and strengthened by the views of so able and experienced a mathematician as Dr. West, the President and Board of Rutgers have resolved to make trigonometry the limit of required study, while at the fourth year they provide instruction in analytical geometry and the calculus for any who may desire.

VI. BIBLICAL STUDIES.

The next chair is that of what may be termed Sacred Literature, comprising Biblical geography, the literature of the Bible, and the Evidences of Christianity. The Trustees have been much influenced and aided at this point by the essay of Prof. Tayler Lewis, on the Bible in Liberal Education. They believe with him that a familiarity with the Scripture "is a branch of knowledge too high in its claims, whether true or false, too wide in its bearings, whether historical or religious, too deep in its intimate connection with all that is deepest in our nature, to be ignored in any scheme of education, whether liberal or restricted. One cannot be called a truly educated man who is ignorant of the Bible. Whatever else he may lay claim to—whatever may be his position in society or the nation—if he is unfamiliar with the Scriptures—if he is a stranger to their history—if he knows little or nothing of the wide and peculiar literature that they have created in the world—he is an uneducated man. He lacks acquaintance with some of the most important constituents of human thought. He is a child; yea, inferior to some children, in respect to a knowledge which has done more than all other intellectual causes to affect the thinking of the race, and to deflect the spiritual course of the world's history."

This department of study, it is believed, will also tend to illustrate in the highest manner all the others, history, literature,

science. Founded as our course is upon the study of nature, should also embrace the study of revelation. As another American scholar has most truly said, "education consists rather in forming than in informing; and its two chief instruments are, not the wisdom of man, nor classical literature, but God's works and God's book. Science without revelation is of doubtful value; revelation without science is not seen in its fullness."

VII. ANCIENT LANGUAGES AND LITERATURE.

The question of introducing the ancient classics into female education is one that gave rise to much discussion and reflection. The too exclusive pursuit of these branches in many of our own colleges and especially in the English universities, has led to a very earnest uprising of popular sentiment in both hemispheres to protest against this error, and to claim for modern languages, and especially for the sciences of nature, the place which they deserve. This protest has found its fullest and most recent expression in the able and weighty address of Mr. Robert Lowe, before the Edinburgh Philosophical Institution, in which the argument is presented with conclusive force against the English university system, of studying the languages, literature, geography, and mythology of past ages, to the exclusion of the literature, science, and even geography, of the present day. But these arguments have far less force in our own country than they have abroad, for the reason that American colleges have never been so narrow and restricted in their course, and that therefore what they have been charged with lacking in high classical attainment has been more than made up in general breadth of culture. Even Mr. Lowe would by no means banish the ancient literature from the university course; he would only give an equal distribution of time and care to all the great departments of thought.

On the other hand, there is danger that this anti-classical reaction may, as reactions so often do, exceed the bounds of wisdom. Fearing this result, there have not been wanting able and eloquent advocates to rise up and plead in behalf of classical studies. Nor are these the men that are wedded to old systems of thought and practice. No less earnest and advanced a leader of modern progress than Mr. John Stuart Mill, the fearless reformer and the accomplished scholar, has in his late masterly address urged the high value of ancient literature as a part of general education, in the following weighty words. "If there were no more to be said

than that scientific education teaches us to think, and literary education to express our thoughts, do we not need both ? Is not any one but a poor fragment of humanity, who is deficient in either of these powers ; we are not obliged to ask ourselves whether it is more important to know the languages or the sciences. Short as life is, and shorter still as we make it by things that are neither business, nor meditation, nor pleasure, we are not so badly off that our scholars need be ignorant of the laws and properties of the world that they live in, nor our scientific men destitute of poetic feeling and artistic cultivation."

But it is urged that the modern languages, which are of more immediate and apparent utility, can supply equally well the same culture of taste and discipline of thought. This argument has been well met by the same able man in the address just referred to, on the following grounds. The modern languages can be studied at any time, by contact even with the peoples that use them; while the Latin is the key to all the tongues of Southern Europe, as well as an important part of our own English speech. Nor can the same cultivation of taste be with certainty gained from modern literature. "In purely literary excellence, in perfection of form, the pre-eminence of the ancients is not disputed. In every department which they attempted, and they attempted all, their composition, like their sculpture, has been to the greatest modern artists an example to be looked up to with hopeless admiration ; but yet of inestimable value as a light on high, guiding their own endeavors." This view has respect, not indeed of substance, but form ; to that terseness, that elegance, that exactness of diction, which certainly cannot be called the tendency of modern writers, save in rare and shining examples.

In addition to these purely literary considerations, there is also the great and decisive fact that some knowledge of the ancient tongues is indispensable to any real understanding or enjoyment of the natural sciences. Herein is the great error of attempting to banish classics from our colleges, in favor, as it is said, of science. The Board need not dwell upon this point, after the clear and forcible presentation of it made by Dr. Martin, at the recent University Convocation. In a college like Rutgers, therefore, which bases its course upon the facts of science, the classics must of necessity have a place, if classification and nomenclature, the very language of science, are not to be obstacles and burdens to the

Nor have the trustees been insensible to the closing consideration in the valuable essay just referred to ; wherein the close relation of the ancient tongues to the Christian revelation, is urged : a ground for their cultivation. The New Testament is chosen : the limit of required Greek in Rutgers Female College ; although it is hoped that in the Senior year many may avail themselves of the optional course to study higher Greek authors ; but so long as this language shall embody the revelation of the Gospel, so long in the words of the same essay, "it would seem ungrateful and unhappy, perhaps also unwise and unsafe, to divorce our system of education from the studies which contain the world's greatest means of moral culture."

Classical study, it is believed, could be made far more attractive than it frequently is, by the free use of illustrative apparatus and cabinets of archæology. It is the desire and purpose of the professor in this department, to gather together into a collection whatever may serve to illustrate this subject of classical antiquities, and thus to familiarize the students with the best and most interesting aspects of actual life in the ancient world. In this way a large amount of information may be imparted, not only without labor, but with greatly increased interest, and thus an important economy would be effected both in time and labor.

VIII. DEPARTMENT OF MODERN LANGUAGE.

While classics are thus determined upon as a part of the regular course, the general sentiment in favor of the modern languages, and the great practical utility which they possess, have led to the provision of ample facilities for instruction in them also. The plan adopted is to commence very early in the preparatory course, with oral instruction ; and thus, in what is believed to be truly the method of nature, to familiarize the pupil with the spoken language, before introducing the laws and theories of grammatical structure. These are taken up in the college, together with the reading of authors, German and French. The study of German is optional, while that of French is required ; and during the closing years these languages may take the place of classics, at the option of the student or her parents. In the Senior year it is designed to combine these languages with the scientific department, through the reading of selections from Continental journals of natural history, physics, and archæology. The professor of Natural science will thus be enabled to introduce the students directly to

the latest European discoveries and investigations, while at the same time they will become acquainted with the actual course of one great department of contemporary literature.

LEGAL AND POLITICAL INSTRUCTION.

The advantage of introducing legal and political instruction into the education of young ladies, is a question concerning which there is some diversity of views among the friends and trustees of the college. The importance of a knowledge of the principles of government, and especially of the structure of our own republic, for those who shall be the mothers of the next generation, has been brought forcibly before the board by several eminent and able advisers. The letters of the Hon. Emory Washburn and of Prof. Pomeroy, of the New York University, published in the Proceedings of the Inauguration of the College, are full of weight and of interest. This subject, however, in its fullness, is held under advisement for the present, but provision has been made for lectures in the Senior year, on the relations of women to the law, and the various practical points of importance which depend on these relations. This course is one which cannot fail, it is thought, to be of real and lifelong advantage.

DEPARTMENT OF ART.

The aim of the Trustees in reorganizing and enlarging this department is twofold, viz : first, to give to all students in Rutgers College some acquaintance with the simpler forms of elegant art, and also to provide for all who may desire to perfect themselves as artists, the best opportunities that can be obtained. Recognizing the great advantage of an art school as a means of affording employment to women, and believing that the establishment of a new one in the city of New York need not at all interfere with the work of the existing School of Design for Women on the noble foundation of the Cooper Union, they have secured the aid of the honored President of the National Academy in organizing the course, and the personal services of Mr. F. B. Carpenter to superintend the actual instruction.

In the required course of the College, outline drawing is to form a regular part; while the higher drawing and painting are to form a separate department for special students of the arts of design. A valuable feature in this course is to be a series of lectures to the Senior class of the college and to the students of the

art department, on the moral function and mission of fine arts, subject of the highest interest as well as importance, and one that has been sadly overlooked and ignored. The history and literature of art will also form the basis of lectures in the regular college course.

The interest on a sum of \$20,000 is now at the disposal of the board for the use of this department. The principal is also promised by the kind donor, who wishes his name to remain at present unknown, if within five years \$30,000 can be added to it, as a permanent art fund for the college.

ENGLISH DEPARTMENT.

The subject of English literature has long been much studied in Rutgers' Institute, and will continue an important department in the college. The history of literature is pursued very fully in the Junior and Senior years, both by text-books and also by lectures. Rhetoric is studied in the Sophomore year, and English composition all through the course. This most important exercise is designed to be made especially prominent, and the recent organization of a literary society among the alumnae of the college, in connection with the Senior class, it is hoped will prove of high advantage in this respect. (No particular instruction is given in elocution, as it is believed that public speaking and public appearance are not the true sphere of woman in society.)

INSTRUCTION BY MEANS OF LECTURES.

The greatness of the number of subjects to be treated of in the college course has led to the adoption of plans by which, in addition to the corps of professors proper, the institution may secure the benefit of regular instruction at certain times by gentlemen not actually resident at or connected with the college (but associated with other institutions). By this method the students receive valuable opportunities which they could not otherwise obtain. The work of these professors will, of course, be mainly by lectures, as is also a considerable part of the instruction of the regular faculty; and it is believed that by judicious arrangements in this respect, a great economy of time may be effected in study. The plan pursued is thus described in the catalogue :

"In order to secure a full and accurate understanding of these lectures, without the tedious labor of writing them all in full, the plan adopted is to place in the hands of the students, before each lecture, a concise and careful summary of it, which each scholar is

to copy. The class then enter the room with a general view of the subject in their minds, and are able to give their undivided attention, without the interruption and confusion of thought caused by the constant effort to write and to listen at the same time. This plan has been already tried, and is found to secure great attention and interest, and a good command of the subject taught."

ACADEMIC AND PREPARATORY SCHOOLS.

When Rutgers Female Institute was founded, the plan on which it was arranged was that of three successive departments, Preparatory, Academic and Collegiate, covering the whole period of education upward from the very beginning. This system has been found so advantageous, as imparting unity and steady succession to the course of instruction, the higher education is found so to rest upon and grow out of the lower, that in arranging the new college no design has been entertained of abolishing these lower departments, or of altering them at all, save in so far as may be needed to adjust them in a few particulars to conform to the college course.

The branches taught to these lower classes are those which ordinarily pertain to primary, common and high school instruction. Natural history and the modern languages, as well as English composition, receive early attention; besides the outlines of history, English grammar, geography, arithmetic, Latin, etc.

The general plan on which the instruction is arranged in Rutgers, is the following: At the head of each main department is a gentleman professor, who determines and superintends the studies of his department, delivers lectures, and hears recitations in the higher classes. As his adjuncts, ladies are employed, who have a greater amount of personal intercourse with the students, and conduct the chief part of the actual instruction in connection with text-books. In those departments which pertain not only to the college, but also to the preparatory and academic years, and in which therefore, the supervision of the head of the department extends over a long course, the term *rector* is used, to distinguish these professors from those whose instruction is limited to the college alone. The term *lecturers* is applied to those gentlemen who are not identified with the permanent faculty, and whose work, although part of the regular course, consists wholly in certain lectures.

Trustees, and Faculty of the College.

TRUSTEES.

Rev. Joseph P. Thompson, D. D., Chairman, 32 West Thirtieth street.

C. Cheney, A. M., Secretary, 145 West Forty-ninth street.

J. B. Burgess, Treasurer, 273 West Thirty-third street.

Edwards Hall, M. D., 336 Fourth avenue.

William Bushnell, Rutgers Female College.

Hon. H. H. Van Dyck, U. S. Sub-Treasury, Wall street.

Hon. William A. Darling, 9 East Forty first street.

Jeremiah Burns, 174 West Fortieth street.

Rev. Stephen H. Tyng, Jr., 117 East Forty-third street.

Moses Chamberlain, 111 West Forty-second street.

James Hyatt, Rutgers Female College.

S. M. Styles, 48 West Fifty-second street.

A. V. Stout, 269 Broadway.

Rev. Henry G. Weston, D. D., 683 Lexington avenue.

G. Warren Geer, Westchester county.

Henry M. Pierce, LL.D., President of the College.

FACULTY.

Henry M. Pierce, LL.D., President.

RECTORS.

James Hyatt, A. M., Department of Natural Science.

M. M. Marsh, M. D., Department of Applied Science.

John Lord, LL.D., Department of Ancient and Modern History.

Rev. Asa S. Colton, A. M., Department of Mathematics.

PROFESSORS.

Francis W. Upham, A. M., Department of Mental and Moral Philosophy.

Rev. Joseph P. Thompson, D. D., Rev. Stephen H. Tyng, Jr., Department of Biblical Literature and Evidences of Christianity.

Daniel S. Martin, A. M., Department of Ancient Classics.

Daniel Huntington, P. N. A., F. B. Carpenter, N. A., Department of Fine Arts.

LECTURERS.

Arnold Guyot, LL.D., Physical Geography.

J. S. Newberry, M. D., Palæontology.

Benjamin N. Martin, S. T. D., Moral Functions of Art, English Literature.

John Norton Pomeroy, LL.D., Legal Relations of Woman.

LADY INSTRUCTORS.

Miss Sarah Hazeltine, Principal in charge of the Junior and Senior Classes.

Miss Mary J. Mackie, Miss Elizabeth H. Thurston, Assistants, in charge of the Sophomore and Novice Classes.

Madame Matilda H. Kriege, German Language.

Mademoiselle E. C. Subit, French Language.

Miss Maria A. Case, Miss Annie Thurston, Vocal and Instrumental Music.

Mrs. C. B. Coman, Drawing and Painting.

Miss Sarah E. Scott, Principal of the Academic and Preparatory Departments.

Miss Ellen Scott, Miss Alice D. Gale, Assistants.

Present State of Instruction.

The course described in this report is as yet only partially in operation. Nevertheless it has been begun, and will as rapidly as possible be carried to a full completion.

The Senior Class of 1868 have been engaged in the following studies since the opening of the college year :

Geometry (Davies' Legendre) completed, with the President.

Mental Philosophy (Upham) with Professor Upham.

Roman History (Lord) with Miss Hazeltine.

History of Literature (Schlegel's Lectures) with Miss Hazeltine.

They have also commenced the study of Greek with Professor Austin, and have attended regularly the lectures on Roman and Mediæval History by Professor Lord, and on Christian Evidences by Professor Thompson.

The Junior Class have commenced the study of Latin Grammar with Miss Thurston, and have attended the lectures of Professor Austin on Chemistry, and of Dr. Lord on Roman and Mediæval History. They have studied Professor Cleaveland's English Literature of the Nineteenth Century, Sadler's Translation of English Literature, French, and Davies' Legendre's Geometry ; together with completing Algebra, the text-book used being Greenleaf's.

The Sophomore class have studied with Miss Mackie in Greenleaf's Algebra and Cleaveland's History of English Literature ; with Miss Thurston in Latin Grammar, and with Mad'lle Subit in French, besides attending lectures on Natural Philosophy by Professor Hyatt, and studying Professor Dwights' Ancient Mythology.

The Novian class have commenced Latin with Miss Thurston, and Algebra (Loomis') with Miss Mackie. They have also studied Botany (Gray's Object Lessons), and attended Professor Hyatt's lectures on the same subject, together with studying Peck's Natural Philosophy and French Grammar.

The following is the course of studies as published in the Catalogue for 1867-8:

FIRST COLLEGIATE YEAR.

First Term.

FIRST QUARTER.

Algebra	To Quadratics.
Latin	Grammar.
French	Colloquial.
German (optional)	
Natural Philosophy	
English	Literature.
Botany	Analysis of Flowers commenced.
Art	Outline Drawing.

SECOND QUARTER.

Geometry	Commenced.
Greek	Grammar.
French	Readings.
English	Literature.
Natural Philosophy	With Lectures.
Art	Outline Drawing.
Cabinet of 450 specimens.	

Second Term.

THIRD QUARTER.

Algebra	Continued.
Latin	Grammar and Reader.
French	Colloquial.
German (optional)	
Chronology	Ancient.
Natural Philosophy	Continued.
Art	Outline Drawing.

FOURTH QUARTER.

try	Continued.
.....	Grammar and Reader.
.....	Readings.
.....	Literature, completed.
Philosophy	Completed, Lectures.
.....	Floral Analysis, completed.
.....	Outline Drawing, completed.
Cabinet of 500 specimens.	

SECOND COLLEGIATE YEAR.

First Term.

FIRST QUARTER.

a	Completed.
.....	Cæsar.
.....	Colloquial.
(optional)	
ic	
try	Inorganic.
ogy	Dwight.

SECOND QUARTER.

try	Continued.
.....	Readings.
.....	
c	Completed.
y	Mollusca.
try	With Lectures.
Cabinet of 550 specimens.	

Second Term.

THIRD QUARTER.

ry	Continued.
.....	Arnold's Prose, Cæsar or Livy.
.....	Colloquial.
(optional)	
logy	Modern.
try	Organic.
y	Articulata.

FOURTH QUARTER.

Geometry	Completed.
Greek	N. T., or Xenophon.
French	Readings.
Botany	Classification.
Zoology	Vertebrata.
Chemistry	With Lectures.
Cabinet of 600 specimens.	

THIRD COLLEGIATE YEAR.

First Term.

FIRST QUARTER.

Required Studies.	Optional Studies.
Trigonometry.	Latin, Arnold, Virgil.
French.	German.
Logic.	Philosophy of Literature,
Biblical History, Lectures.	Schlegel.
Home Philosophy, Lectures on	Practical Chemistry.
Anatomy.	

SECOND QUARTER.

Astronomy.	Greek, Herodotus.
French.	German.
Logic, completed.	Philosophy of Literature,
Mineralogy.	Schlegel.
Biblical History, Lectures.	Zoology, continued.
Home Philosophy, Lectures on	
Anatomy.	

Cabinet of 650 specimens.

Second Term.

THIRD QUARTER.

Trigonometry, completed.	Latin, Arnold, Horace.
French.	German.
Moral Science.	Practical Chemistry.
History, Ancient.	Zoology, completed.
Geology, Aqueous and Igneous	
Rocks, Lectures.	
Biblical Geography, Lectures.	
Home Philosophy, Lectures on	
Physiology.	

FOURTH QUARTER.

Required Studies.

Optional Studies.

y, completed.

Greek, Homer.

German.

ience.

History of Scientific Discovery,

Modern.

Lectures.

Fossiliferous Rocks,

Botany, Floriculture.

es.

Geography, Lectures.

Philosophy, Lectures on

logy.

Cabinet of 700 specimens.

FOURTH COLLEGIATE YEAR.

First Term.

FIRST QUARTER.

Philosophy.

Latin, Tacitus, Cicero.

Analogy.

French or German.

History of Christianity, Lec-

Analytical Geometry.

Botany, Herbarium.

Geology and Literature of,

Geology, continued.

es.

Philosophy, Lectures on

ie.

SECOND QUARTER.

Philosophy.

Greek, Sophocles or Æschylus.

Analogy.

French or German.

History of Christianity, Lec-

Analytical Geometry.

Geology, completed.

tures.

Physical Geography, Guyot's.

Philosophy, Lectures on

Earth and Man.

ne.

Cabinet of 750 specimens.

Second Term.

THIRD QUARTER.

Philosophy.

Latin, Cicero, Christian Poets.

Literature.

French or German.

Natural Functions of, Lec-

Calculus.

Scientific Readings, Dumas,

and American Litera-

Boussingault, Liebig in

Lectures.

the original, etc.

Required Studies.

Optional Studies.

Relation of the Mineral, Vegetable and Animal Kingdoms,
Lectures.

Home Philosophy, Lectures on
Remedial Agents.

FOURTH QUARTER.

Mental Philosophy.

Greek, Plato.

Biblical Literature.

French or German.

Legal Rights of Women, Lectures.

Calculus.

Herbarium and Cabinets.

Home Philosophy, Lectures
completed.

Scientific Readings.

Cabinet of 800 specimens.

OPTIONAL STUDIES.

The arrangement of studies laid down in the curriculum will be seen to embrace certain required branches, and also certain optional studies, adapted, it is hoped, to the diversities of capacity and of disposition. These diversities are too important to be neglected; and the attempt to train minds of different constitution in precisely the same manner, is most unhappy in its results. For the first two years nearly all the studies are regular and required, while in the third and fourth years, only a portion of them are designed to be pursued by the class. These required studies will embrace about one-half of the time occupied by the college hours. The remaining hours are to be employed in certain of the optional branches, selected in each individual case, according to circumstances, disposition, and taste, though always under the direction of the Faculty. The higher forms of classics, of mathematics, and of physical science, are among these optional branches; and it is hoped that in this method, students may be spared from excessive labor in departments for which they have no natural aptitude.

In adjusting the course of each student, care will be taken that the actual amount of work required shall be the same in all applicants for the full degree. The difference is, therefore, not in the amount of effort required, but only in the kind; it is a qualitative, and not a quantitative difference; so that if one course is easier than the other, it is so only through mental organization, and not at all through a lower grade of scholarship.

STANDING AND PROFICIENCY OF STUDENTS.

The subject of standing and of incentives to study, has long received the very earnest thought of the President and Trustees of Rutgers; and now, in organizing the new Collegiate scheme, they are prepared to embody therein the results of their experience and deliberation.

Whatever may be the methods best adapted to young men, there is felt to be a wide and important difference in the case of young ladies. So delicate is the sensibility of the female mind, and so serious is the evil of injuring or of exciting it, that any system of individual prizes, and of personal competition, is felt to be deeply unhappy. It is, moreover, liable to unfairness; as many minor circumstances, wholly remote from the care and faithfulness of the student, may exercise an important influence in determining individual rank.

The whole system of medals and prizes, has therefore been discarded in this institution; and the incentives to study held forth to the pupils are of a more general and more permanent character.

The standing of the students is determined by a system of marks, ranging from ten for a perfect exercise to zero for a total failure. During the undergraduate years a monthly report is furnished to the parent or guardian.

There are four grades of scholarship in the institution, which are adjusted as follows :

I. The First Grade of Honor embraces those who take one of the regular courses in full, and whose standing and examinations are first-class.

II. The Second Grade of Honor embraces those who take a full course, but whose standing and examinations are less perfect.

III. The Third Grade of Honor embraces those who do not take a full course, but omit certain branches of study; and also those full-course students whose standing and examinations are partially, though not wholly, defective.

IV. The Fourth Grade comprises those who fail to maintain the requisite scholarship, whether in the full or the partial course.

At the close of each year, all the undergraduate students of the first three grades, will be advanced regularly to the next class. Any one who falls below the third grade will not be permitted to advance with her classmates.

In the Senior class, the graduates of the first grade receive the

full College Degree, corresponding to that of Bachelor of Arts, with the highest honor.

The graduates of the second grade receive the same degree, but not with the highest honor.

Graduates of the third grade receive a special or partial diploma, stating their proficiency in certain specified branches.

Fourth grade students are not entitled to any diploma, and must either leave the college without one, or study another year.

The grade of each alumna is not made public at commencement, but is preserved in the records of the college, and may be ascertained by inspection.

Some few students in the Senior class have availed themselves of the opportunities announced in the catalogue for an optional study of the classics. One has read in the Odes and Epodes of Horace, and the Greek Testament, together with Arnold's Latin Prose Composition ; while another has read in Cæsar's Gallic War -

Number of Students.

The number of students at present under instruction is 212 distributed as follows:

Senior Class.....	21
Junior Class.....	2
Sophomore Class.....	3
Novian Class.....	2
Sub-Novian or Introductory Class	16
Academic Department.....	48
Preparatory Department	47
	<hr/>
	212
	<hr/>

Terms.

The charge for tuition in the college is \$200 per annum, save in the Senior year, when, in view of various expenses attendant upon graduation, the rate is \$250. An annual charge of ten dollars, for incidental expenses, is added to these rates, beyond which there are no extra amounts for any branches of instruction in the full college course.

The Academic Department is \$150 a year, and the Preparatory \$100, with the incidental charge as above mentioned.

Board, which is furnished in the college building, involves a wholly separate charge of \$500 per year for all ordinary family expenses.

Degrees.

The college will confer upon all its regular graduates, i. e., those who take the full course laid down in the curriculum, a degree corresponding to that of Bachelor of Arts. The precise title and form of this degree have not yet been decided fully, but are to be determined by the Advisory and Executive Boards of Trustees.

College Property.

The institution at present occupies the building known as Nos. 487, 489 and 491 Fifth avenue, fronting on the Distributing Reservoir. These accommodations, however, are too limited for the wants of the college under its new organization, and a new and more ample location is very desirable.

In view of the constant upward growth of the city, also, and of the fact that the present patronage of the college is largely in the upper portion of the city, and even towards Harlem, etc., it has been deemed advisable to prepare decidedly for a removal, in the course of a few years, to some place where ample buildings may be erected, surrounded by a certain amount of grounds. A favorable opportunity has presented for securing, on what is known as the Watt estate, a property bounded by 117th and 119th streets and Ninth and Tenth avenues, in all 128 lots. This ground presents a steep hill toward the east and north, on which the new college edifice is to be erected, fronting on the park which the Central Park Commissioners are about to lay out on Ninth avenue.

In the coming spring this land is to be laid out under the direction of Messrs. Olmstead and Vaux, and preparations begun in view of an ultimate removal. The hill possesses an historical interest from its revolutionary memories, which, although much obscured and amounting to little more than traditions, it is yet the hope of the President and Board to investigate and record.

Observatory.

An astronomical observatory on this hill is one part of the plan of the new college. There is no reason why the city of New York should remain without a fine and complete observatory, when many younger and less important cities are providing themselves with buildings and apparatus equal to those of the old world. The hill belonging to Rutgers College offers admirable facilities for the erection of such a building, and the trustees hope that it will not be long before Rutgers Observatory shall be an honor to

the institution and to the city. They are happy to announce that a generous friend has offered them the sum of \$50,000 for this purpose, provided a like amount is furnished from other sources.

Financial Condition.

Value of present buildings.....	\$150,00
Value of library and apparatus.....	3,50
Value of cabinets of natural history and numismatics,	1,50
Value of newly purchased land.....	150 00
Art fund.....	20,00
	<hr/>
	\$325,00
	<hr/>
Mortgages on present buildings	\$53,00
Mortgages on newly purchased land.....	64,00
Floating debt	3,00
	<hr/>
	\$120,00
	<hr/>

Scholarship Fund.

In order to place the Institution on an improved basis, and to gain funds for the erection of the new buildings, it has been determined, by resolution of the Board of Trustees, to issue a limited number of scholarships for the several departments of the college at the following discount upon the regular rates, to wit:

For a full college course of four years, \$500; the regular rate being \$850.

For a full academic course of four years, \$400; the regular rate being \$600.

For a full preparatory course of four years, \$250; the regular rate being \$400.

In conclusion, the Board would say, that in ceasing to report to the Regents as an Institute, and commencing to report as a College, they feel hopeful and encouraged at the prospect before them. The work to be done is indeed a great one; but with the blessing of Providence, it will be one of success and usefulness.

The above report is respectfully submitted on behalf of the Board of Trustees.

H. M. PIERCE, LL. D., *President.*

JOSEPH P. THOMPSON, D. D.,
Chairman of the Board.

MEDICAL COLLEGES.

XX. COLLEGE OF PHYSICIANS AND SURGEONS IN THE CITY OF NEW YORK.

To the Regents of the University of the State of New York:

The Trustees of the College of Physicians and Surgeons in the city of New York, in compliance with a regulation of the Regents, submit the following report for the last collegiate year, ending on the 30th day of November, 1867, containing a just and true statement of facts, showing the progress and condition of said college during said year, and at the close of said year in respect of the several subject matters following, viz:

1. *Number and Description of Professorships.*

1. Anatomy.
2. Physiology and Microscopical Anatomy.
3. Chemistry.
4. Pathology and Practice of Medicine.
5. Principles and Practice of Surgery.
6. Obstetrics and Diseases of Women and Children.
7. Clinical Medicine.
8. Materia Medica.
9. Venereal Diseases.
10. Psychological Medicine and Medical Jurisprudence.

2. *Trustees, Faculty and other College Officers.*

TRUSTEES.

Edward G. Ludlow, M. D.	George W. Wright.
Joseph Delafield, President.	Hon. F. A. Conkling.
Floyd Smith, Treasurer.	Charles Henschel, M. D.
Richard M. Blatchford.	Washington Murray.
Edward Delafield, M. D.	Henry Chauncey, Jr.
John P. Crosby.	Rev. Sullivan H. Weston.
Gurdon Buck, M. D.	William Betts.
Daniel D. Lord.	Talbot Olyphant.

James W. Beekman.	John Torrey, M. D., LL.D.
Benjamin R. Winthrop.	Benjamin Ogden, M. D.
Edward L. Beadle, M. D., Vice- President.	Cambridge Livingston.
Isaac Wood, M. D.	Jared Linsly, M. D.
	John J. Crane, M. D.

FACULTY.

The faculty of said college, including all persons charged with the duty of giving public instruction therein during said year, consisted of a president, vice-president, one professor for each of the professorships enumerated in the preceding article, except the professorships of *Materia Medica* and *Psychological Medicine* and *Medical Jurisprudence*, (for each of which branches a lecturer has been appointed,) an Adjunct Professor of Surgery, and a Demonstrator of Anatomy. The names of the several persons holding offices and places in said college during said year, with the offices held by them respectively, and the salary or annual compensation for official services allowed to each of them, were as follows:

Edward Delafield, M. D., President. None.

Edward L. Beadle, M. D., Vice-President. None.

Henry B. Sands, M. D., Anatomy. Fees.

John C. Dalton, M. D., Physiology and Microscopical Anatomy.

Fees.

Samuel St. John, M. D., Chemistry. Fees.

Alonzo Clark, M. D., Pathology and Practice of Medicine. Fees.

Willard Parker, M. D., Principles and Practice of Surgery. Fees.

T. G. Thomas, M. D., Obstetrics and Diseases of Women and Children. Fees.

J. T. Metcalfe, M. D., Clinical Medicine. Fees.

James W. McLaue, M. D., Lecturer on *Materia Medica*. Fees.

Freeman J. Bumstead, M. D., Venereal Diseases.

D. Tilden Brown, M. D., Lecturer on Psychology, Medicine and Medical Jurisprudence. Fees.

T. M. Markoe, M. D., Adjunct Professor of Surgery. Fees.

Erskine Mason, M. D., Demonstrator of Anatomy. Fees.

Gurdon Buck, M. D., Registrar. None.

Floyd Smith, Esq., Treasurer. None.

H. B. Sands, M. D., Curator. None.

G. M. Smith, M. D., Librarian. None.

Thomas Denham, Clerk. Salary.

3. *Number of Students.*

The whole number of matriculated students, undergraduates, attending the regular course of instruction during said year, was three hundred and five (305). The number of graduates at the annual commencement in March was seventy-seven (77), and at the fall commencement fifteen (15); total ninety-two (92).

4. *Classification of Students.*

The students of the college are not classified.

5. *College Terms or Sessions.*

There is only one term or session in each year in said college for the sub-graduate course, which commenced this year on the 14th of October, 1867, and will terminate the first week in March, 1868.

In addition to the regular course of instruction a summer session has been established in the college, the course of instruction comprising a series of didactic lectures on special subjects in medicine and surgery, and the regularly appointed college clinics. The course will continue from the 1st of April to the 1st of October, with an interval of ten weeks during the months of July, August, and the early part of September.

The following is a list of the lecturers and their subjects :

Cornelius R. Agnew, M. D., Diseases of the Eye and Ear.

Fessenden N. Otis, M. D., Diseases of the Genito Urinary System.

William H. Draper, M. D., Diseases of the Kidney.

James L. Little, M. D., Operative Surgery and Surgical Dressing.

James W. McLane, M. D., Physical Diagnosis.

6. *Mode of Instruction.*

The mode of instruction in said college is that of public lectures by the several professors on the subject of their respective professorships. Several of the professors examine the members of their class on the subject of the preceding lecture, which is designed rather as a means of instruction than as a test of the acquirements of the student.

Candidates for degrees are required to submit to an examination by the professors, in the presence of a committee of five medical members of the board of trustees, appointed yearly for the purpose; and said committee, in conjunction with the professors, thereupon decide respecting the qualifications of each candidate.

7. *Discipline.*

There are no established rules of discipline. General propriety and decorum are observed.

8. *Gratuitous Aid.*

Gratuitous students are not admitted by us of right, but students of theology and missionaries are allowed to attend all the lectures.

Indigent medical students are admitted under peculiar circumstances on easy conditions. The matriculation fee of five dollars, which is the property of the college, is required of all the students, excepting such as have already paid for three matriculation tickets.

9. *Statutes and By-laws of the College.*

The by-laws and regulations of the college are those approved by your honorable body on the 21st of February, 1864.

10. *Description and Value of College Property.*

The college building is under a lease to the college, with the privilege of purchasing the same, at or before the expiration of fourteen years, from the 1st day of November, 1857. The college has advanced toward the purchase money the sum of nine thousand one hundred and seven dollars and fifty cents, which is the net proceeds of the building in Crosby street, formerly owned by the college. The building, situated on the northeast corner of 23d street and 4th avenue, is sixty-four feet in width on 23d street, by ninety-eight feet six inches in depth on 4th avenue. The lower story is rented out for stores. The upper stories contain all the requisite accommodations for the different departments of instruction. The building and ground pertaining to it may be valued at cost—say \$90,000.

1. The college library contains about twelve hundred volumes, valued at \$1,500.

2. The college possesses a valuable cabinet of *Materia Medica*, the gift of the late Professor John B. Beck and Dr. J. Smythe Rogers, and other donors; also, anatomical preparations, wax and plaster casts and drawings, and the value of which, with the cabinet of *Materia Medica*, is not less than \$3,500.

11. *Other College Property.*

The college possesses in trust forty shares of stock of the United States Trust Company, valued at \$4,000, donated by the late

Jacob Harsen, M. D., an alumnus of the college. The revenue of said stock is applied annually to the bestowment of prize medals upon meritorious students of the college.

12. *Revenue.*

Graduating fees collected	\$2,820 00
Matriculation fees collected	1,206 00
Rent of college hall	\$300 00
Rent of stores	3,500 00
	<hr/>
	3,800 00
Interest on payments in advance	31 81
Insurance premium returned	10 00
Temporary loan	125 00

13. *Debts.*

The college has no debts.

14. *Income and Expenditure.*

The whole income of the College collected and collectable is stated in Article 12, and amounts to..... \$7,992 81

Which, with the balance on hand at the commencement of the year per Treasurer's report of November 27th, 1866

980 51

Makes a total of

\$8,973 32

The whole expenditure of the past year amounts to \$8,799.39 and consists of the following items:

Revenue stamps \$1.06; Stationery \$14.42.	\$15 48
Repairs \$456.31; Com'cem't expenses \$61.50	517 81
Diplomas \$150; Registrar \$50.....	150 50
Water rent \$60; Corporation tax \$667.50.	727 50
Insurance \$287.50; gas light \$409.96	697 46
Rent of college buildings.....	4,250 64
Sinking Fund.....	1,000 00
Janitor Clerk \$1,000; Sub-Janitor \$440;..	1,440 00
	<hr/>
	8,799 39
Which deducted from the income leaves a balance in the Treasury of	<hr/>
	\$173 93
	<hr/>

15. *Fees.*

Graduation fee, \$30; Matriculation fee, \$5. Full course of all the Professors, \$140.

16. *Remarks.*

The trustees have great satisfaction in reporting the continue prosperity of the College during another year. Again they have to deplore the loss of a member of the college faculty.

Dr. Robert Watts, professor of anatomy, died on the 8th of September last, in the city of Paris. For nearly thirty years he had held the professorship of anatomy, and taught that important branch of medical science with acknowledged ability and success and had thereby contributed largely to the steadily advancing prosperity of the college.

By his successor, Dr. Henry B. Sands, the trustees have reason to believe that the high reputation hitherto sustained by the anatomical chair will be honorably perpetuated in the future. A separate professorship of venereal diseases has been established and assigned to Dr. Freeman J. Bumstead. The subject of *Materia Medica* has been committed to Dr. James W. McLane, who has been appointed Lecturer for one year. The subject of Psychological Medicine and Medical Jurisprudence to Dr. D. Tilden Brown of Bloomingdale Asylum, who has also been appointed Lecturer for one year. This sub-division of important branches of medical instruction the trustees believe will be greatly for the benefit of the students of the college.

17. *Close of Report.*

The annual report having been submitted at an adjourned quarterly meeting of the trustees of the college, held December 3d 1867, by a committee appointed for the purpose, was adopted and ordered to be forwarded to the Regents of the University, with the signatures of the President and Registrar and the seal of the college affixed.

EDWARD DELAFIELD, *President.*

[L. S.]

GURDON BUCK, M. D., *Registrar, &c.*

NEW YORK, *December 3, 1867.*

XXI. GENEVA MEDICAL COLLEGE, GENEVA, ONTARIO COUNTY.

The Faculty of Geneva Medical College respectfully present to the Trustees the following report, for the year ending January 22, 1867:

1. *Number and description of Professorships.*

1. Chemistry, Pharmacy, Toxicology, and Medical Jurisprudence.
2. Principles and Practice of Surgery.
3. General and Special Anatomy.
4. Physiology, Pathology and Microscopic Anatomy.
5. Practice of Medicine and Diseases of Women and Children.
6. Obstetrics and Materia Medica.

2. **Trustees, Faculty and other College officers.*

James Hadley, M. D., Emeritus Professor of Chemistry ; John Towler, M. D., Frederick Hyde, M. D., George Burr, M. D., Hiram N. Eastman, M. D., Nelson Nivison, M. D., E. P. Allen, M. D.; Oran W. Smith, M. D., Demonstrator.

3. *Number of Students.*

The number of students matriculated is thirty-six; eighteen of this number receive the degree of M. D., at the present Medical Commencement, January 22d, 1867. All the graduates are upwards of twenty-one years of age.

4. *Classification of Students.*

1.	Those attending their first course.....	18
2.	do do second course.....	16
3.	do do third course	2

5. *College Terms and Sessions.*

The course of medical instruction commences on the first Wednesday of each year, and continues sixteen weeks.

*This institution, being the medical department of Hobart College, has no independent Board of Trustees.

6. *Discipline.*

There are no established rules of discipline in this institution. General decorum and propriety are expected and required of each student. The Faculty have not had to correct a single case of misdemeanor during the present term.

7. *Mode of Instruction.*

By lectures and practical demonstrations, aided by all the necessary instruments and accessories for the elucidation of science, and the investigation of natural science.

8. *Gratuitous Aid.*

Four students have received their tickets to the full course of the Faculty free of charge. The college itself has received no aid from any quarter whatever.

9. *Statutes and By-Laws.*

The Faculty arrange all matters referring to the government of the college, and the regulation of college duties in accordance with a code of by-laws.

10. *Description and Value of College Property.*

The property, consisting of buildings, apparatus, specimens in Anatomy, Materia Medica and Chemistry, and of books, remains the same as heretofore reported, except that the building has undergone considerable repairs—the value has naturally changed with the times.

11. *Price of Instruction.*

Matriculation fee.....	00
Graduation fee.....	20 00
Tickets for the full course	62 00

12. *Mode of Revenue.*

The tickets for the course of instruction in the different departments of medical instruction, form the revenue of the respective Professors.

The matriculation and graduation fees are devoted to the annual and incidental expenses of the institution, and to the improvement of the property.

13. *Debt.*

The college is not indebted to any one.

14. *Fees for Incidental, &c., Expenses.*

ulation fees collected	\$108 00
ation fees collected	360 00
cal Anatomy	45 00
	<hr/>
	\$513 00
	<hr/> <hr/>

15. *Expenditure.*

nce of the College	\$32 00
ng and advertising	59 70
nas, and fixing the same	49 50
.....	74 24
mical material	124 50
washing	30 00
nters' work	29 10
ers' work	25 38
ies	38 27
ge of circulars	60 00
	<hr/>
	\$522 69
or's wages	114 25
	<hr/>
	\$636 94
	<hr/> <hr/>

of which is respectfully submitted.

J. TOWLER, M. D., *Dean of the Faculty.*

XXII. MEDICAL DEPARTMENT OF THE UNIVERSITY OF THE CITY OF NEW YORK.

The Medical Faculty respectfully present to the Council the following report of the Medical Department :

1. *Number and Description of Professorships.*

1. Professorship of the Principles and Operations of Surgery, with Military Surgery and Hygiene.
2. Professorship of Descriptive and Surgical Anatomy.
3. Professorship of Institutes and Practice of Medicine.
4. Professorship of Materia Medica and Therapeutics.
5. Professorship of Midwifery and Diseases of Women and Children.
6. Professorship of Chemistry.
7. Professorship of Physiology.

2. *Faculty and other College Officers.*

Martin Payn, M. D., LL. D., Emeritus Professor of Materia Medica and Therapeutics.

John William Draper, M. D., LL. D., Emeritus Professor of Chemistry and Physiology.

Alfred C. Post, M. D., Professor of Surgery.

John C. Draper, M. D., Professor of Chemistry.

Alfred L. Loomis, M. D., Professor of Institutes and Practice of Medicine.

Charles A. Budd, M. D., Professor of Midwifery.

William Darling, M. D., F. R. C. S., Professor of Anatomy.

*Henry Draper, M. D., Professor of Physiology.

*William H. Thomson, M. D., Professor of Materia Medica.

Besides the foregoing, lectures have been delivered by J. W. S. Gouley, M. D.; A. Jacobs, M. D.; F. D. Weisse, M. D.; D. B. St. John Roosa, M. D.; Wm. B. Lewis, M. D.; M. S. Buttles, M. D.; B. Howard, M. D.; F. W. Gunning, M. D.

*These gentlemen, though nominated to the Council, have not yet been elected.

3. *Number of Students.*

Number of students during the present session.....	209
Number of graduates since the last report.....	70

It is believed that none of the students are under the age of eighteen years. The age of graduates being required by law to be twenty-one years, none have been admitted under that age.

4. *Classification of Students.*

There is no classification of students.

5. *College Term or Session.*

The lecture term commenced on October 15th, and will continue till the first of March. The summer term began on April 2d, and continued till the beginning of the winter course.

6. *Mode of Instruction.*

The mode of instruction is by lectures, and the only examinations are those for admission to a degree. They take place at the close of the winter session and in May.

7. *Discipline.*

There are no special rules of discipline. General propriety and decorum are required. No punishments have been inflicted.

8. *Gratuitous Aid.*

Ten students are annually admitted as beneficiaries on the payment of forty dollars, and the Matriculation fee.

9. *Statutes and By-Laws.*

There are no statutes or by-laws of the Medical Department.

10. *College Buildings and other Property.*

The College occupies the North House building of the New York Hospital, as it did at the time of the last report, at a yearly rental of \$3,300.

11. *Revenue.*

The revenue consists of:

A Matriculation fee from each student	\$5 00
A Graduation fee	30 00
Fees for one course of lectures	140 00

Of the graduation fee, ten dollars is paid by the Medical Faculty to the Council of the University.

12. *Debts.*

The College has no debt.

All of which is respectfully submitted.

JOHN W. DRAPER,

President of the Medical Faculty.

XXIII. ALBANY MEDICAL COLLEGE, ALBANY.

To the Regents of the University of the State of New York :

The trustees and faculty of the Albany Medical College, in compliance with a requisition of the Regents of the University, respectfully submit the following report for the collegiate year terminating December 31, 1867, containing a just and true statement of facts, showing the progress and condition of the college during and at the close of the said year, in respect of the several subjects following, namely:

1. Number and Description of Professorships.

The professorships in the college during the said year, as established by the trustees, were the following:

A professorship of the Principles and Practice of Surgery.

- | | |
|----|--|
| do | the Theory and Practice of Medicine. |
| do | Descriptive and Surgical Anatomy. |
| do | Chemistry and Medical Jurisprudence. |
| do | Obstetrics and diseases of Women and Children. |
| do | General Pathology and Clinical Medicine. |
| do | Physiology. |
| do | Materia Medica. |

2. Faculty and other College Officers.

The faculty of said college, including all persons charged with the duty of giving instruction therein during the said year, consisted of one professor for each of the professorships enumerated above, and a Demonstrator of Anatomy.

The names of the several persons holding offices or places in said college, with the offices and places held by them respectively, and the salaries or annual compensation for official services allowed to each of them were as follows:

	Per ticket.
Alden March, M. D., Professor of Principles and Practice of Surgery	\$15 00
James McNaughton, M. D., Professor of Theory and Prac-	

	Per ticket.
tice of Medicine.....	\$15 00
James H. Armsby, M. D., Professor of Descriptive and Surgical Anatomy	20 00
J. V. P. Quackenbush, M. D., Professor of Obstetrics and Diseases of Women and Children	15 00
S. Oakley Vanderpoel, M. D., Professor of General Pathology and Clinical Medicine	5 00
James E. Pomfret, M. D., Professor of Physiology.....	5 00
John V. Lansing, M. D., Professor of Materia Medica....	5 00
Jacob S. Mosher, M. D., Professor of Chemistry and Medical Jurisprudence	20 00
Alfred B. Huested, M. D., Demonstrator of Anatomy....	Fees.

3. *Number of Students.*

The whole number of students attending lectures during the collegiate year of 1865, was	88
The number of graduates.....	34
All the students were more than eighteen years old.	

4. *Classification of Students.*

There is no further classification of students than that some were attending their first course of lectures, and others their second, third and even fourth course.

5. *College Term or Session.*

One course of lectures is delivered at this institution annually—commencing on the first Tuesday of September.

6. *Mode of Instruction.*

The mode of instruction is by means of lectures, demonstrations, and exercises in the laboratory and dissecting rooms. The students are daily exercised upon the subjects of the different lectures.

7. *Discipline.*

The faculty exercises the power of expulsion for crimes or gross offences of any description, or improper conduct during the period of attendance at the lectures.

8. *By-Laws of the College.*

The trustees have enacted by-laws for the government of the institution. The regulations contained in the accompanying circular, relate to the admission of students.

9. *Description and Value of College Building.*

The college building belongs to the corporation of the city of Albany, and has been leased to the trustees of the college for twenty years, at the nominal rate of one dollar a year. The college is situated on Eagle street, a short distance from the capitol, and near the Albany Hospital, to which the students have access, and where they receive clinical instruction. The building is three stories high, one hundred and twenty feet in length, and fifty feet in depth.

10. *Description and value of other College Property.*

The number of volumes in the library is 4,480, the value	
of which is	\$6,700
Chemical Apparatus	4,000
The collection of Materia Medica	600
Museum	25,000
	<hr/>
	\$36,300
	<hr/>

Nearly one hundred specimens of the Materia Medica collection have been presented by Dr. Van Wyck, late inspector of drugs at the port of New York.

The Museum contains a large collection of specimens of healthy and morbid anatomy, and of pathological anatomy, prepared by Thibert of Paris, and also a large number of anatomical models of Anzoux. Besides these, there are in the Museum numerous specimens of comparative Anatomy and Zoology.

11. *Revenue.*

The revenue of the college, derived from the matriculation and graduation fees, is as follows:

Received for graduation fees	\$850 00
Received for matriculation fees	440 00
	<hr/>
	\$1,290 00
	<hr/>

This amount does not include the amount received by the several professors for their tickets.

12. *Gratuitous Aid.*

During the year several students have been admitted to the lectures free of charge.

13. *Debts.*

This College is free from debt.

14. *Income and Expenditures.*

The income of the College derived from the matriculation fees amounts to \$1,290.00.

The expenditures of the year have been \$1,270.87.

15. *Price of Tuition.*

Matriculation fee.....	
Graduation fee.....	
Fees for the full course of lectures.....	
Hospital ticket.....	

16. *Remarks.*

During the past year the Professors have delivered course of lectures, which plan is now continued as a permanent arrangement; besides this there will be a summer course of lectures in the College, commencing in May and terminating in July. This course will be *free* to students and medical practitioners embrace topics which will be discussed more fully than is done in the regular term. It is believed that this course will render the summer studies of students more profitable.

LECTURERS OF THE SUMMER COURSE.

Professor March, Tumors, and the diseases of the Male and Genital Organs.

Professor Armsby, the Nervous System and its Functions.

Professor Quackenbush, the Mechanism of Labor and the Action of Forceps.

Professor Vanderpoel, Diseases of the Skin.

Professor Pomfret, Microscope and its Application to Medicine.

Professor Lansing, Insanity, its forms and Diagnosis.

Professor Mosher, Poison and their Antidotes.

J. R. Boulware, M. D., Post Mortem Examinations.

C. A. Robertson, M. D., Ophthalmoscope and Physiologic

Edward R. Hun, M. D., Physical aids of Diagnosis.

The Saturday of every week is devoted to surgical and clinical instruction in the college and hospital, where students who are indigent, and who require advice or surgical operations are gratuitously attended to.

Post-mortem examinations, surgical operations and medical demonstrations in great numbers and variety are exhibited to the class, from which the students can derive an immense amount of practical knowledge.

AMOS DEAN, *Secretary of the Trustees.*

JACOB S. MOSHER, *Registrar of Faculty.*

XXIV. MEDICAL DEPARTMENT OF THE UNIVERSITY OF BUFFALO, BUFFALO, ERIE COUNTY.

To the Regents of the University of the State of New York:

The Council of the University of Buffalo, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year ending February 27th, 1867, containing a just and true statement of facts, showing the condition of the Medical Department of said University during and at the close of said year, in respect to the several subject matters following, viz:

1. *Number and Description of Professorships.*

The professorships in the Medical Department of said University, as established by the Council, are the following:

1. *Materia Medica and Hygiene.*
2. *Obstetrics and Diseases of Women and Children.*
3. *Principles and Practice of Surgery, and Military and Clinical Surgery.*
4. *Chemistry and Pharmacy.*
5. *Principles and Practice of Medicine, and Clinical Medicine.*
6. *General and Descriptive Anatomy.*
7. *Physiology and Microscopy.*

2. *Council, Faculty and other College Officers.*

COUNCIL.

Orsamus H. Marshall, President.	James Hollister, Treasurer.
George Hadley, Secretary.	Elbridge G. Spaulding.
John D. Shepard.	Orson Phelps.
George R. Babcock.	James Hollister.
Orlando Allen.	Henry W. Rogers.
Jesse Ketchum.	George Hadley.
James P. White.	Thos. F. Rochester.
John Wilkeson.	Timothy T. Lockwood.
Joseph G. Masten.	George S. Hazard.
Sanford B. Hunt.	
Sandford Eastman, Member-elect from the Medical Faculty. Mayor of the city of Buffalo, <i>ex-officio</i> .	

FACULTY.

The Faculty of the Medical Department of said University including all persons charged with giving instruction therein during the said year, consisted of individuals holding the aforesaid professorships, and the Demonstrator of Anatomy.

The names of the several persons holding offices in the Medical Department of said University, with the offices held by them respectively, were as follows :

1. Charles Broadhead Coventry, M. D., Emeritus Professor Physiology and Medical Jurisprudence.
2. Charles Alfred Lee, M. D., Professor of Materia Medica and Hygiene.
3. James P. White, M. D., Professor of Obstetrics and Diseases of Women and Children.
4. George Hadley, M. D., Professor of Chemistry and Pharmacology.
5. Thomas F. Rochester, M. D., Professor of the Principles and Practice of Medicine and Clinical Medicine.
6. Edward M. Moore, M. D., Professor of the Principles and Practice of Surgery and Military and Clinical Surgery.
7. Sanford Eastman, M. D., Professor of General and Descriptive Anatomy.
8. William H. Mason, M. D., Professor of Physiology and Microscopy.
9. Samuel W. Wetmore, M. D., Demonstrator of Anatomy.

3. *Number of Students.*

The whole number of students attending the regular course of instruction during said year was one hundred.

The number of graduates at the close of the Collegiate year was forty.

The Annual Commencement was held on the 27th of February.

No one was admitted to graduation before completing the twenty-first year of his age. The average age of the graduates was between twenty-five and twenty-six.

4. *Classification of Students.*

The number of students attending their first course of lectures, was

The number of students attending their second course of lectures, was

The number of students attending their third course of lectures, was.....	18
Graduates in Medicine	1

5. *College Terms or Sessions.*

The terms or sessions for study in the Medical department of said University, during said year, were the following: The regular lecture term, commencing on the first Wednesday in November, 1866, and continuing sixteen weeks; and a preliminary term of four weeks, which was devoted to dissections and clinical lectures at the Hospital.

6. *Mode of Instruction.*

By lectures, demonstrations, clinical illustrations and recitations in the sciences of medicine and surgery and the collateral sciences. Each Professor examines the students daily on the lectures of the preceding day. Candidates for the degree of Doctor in Medicine, each in their turn, visit the hospital, and, unassisted, are required to make examinations of particular patients, and to give in writing the history, the diagnosis, the prognosis, and the proper treatment of such patients.

The average number of daily lectures was between five and six.

7. *Discipline.*

The faculty consider themselves at liberty to exercise the power of expulsion for crime or improper conduct. No occasion for the exercise of this power has occurred. No provision for gratuitous instruction has been made during this year.

8. *Statutes and By-Laws.*

The Regents are respectfully referred to the annual circular for the general regulations of the medical department of the University.

9. *Description and Value of College Buildings.*

The building occupied by the medical department of the University is a stone edifice, situated on the corner of Main and Virginia streets, and is fifty-four feet in width by one hundred in depth; four stories high, and contains ample and convenient rooms for dissections, museums, lectures, and all the different departments of medical instruction. About \$14,000 have been expended in the construction of the building.

The library contains a few hundred volumes. The chemical and philosophical apparatus, etc., is the property of the Professor of Chemistry and Pharmacy. The Anatomical and Pathological Museum, and Cabinet of Materia Medica, are valued at \$600. This does not include the private property of the several professors, deposited in the Museum, and used in the courses of instruction.

10. *Other College Property.*

The college possesses no other property or funds beside what is enumerated above.

11. *Debts.*

There is due on the building and lot, secured by mortgage, \$4,900.

12. *Revenue.*

The amount received during said year was, on account of

Matriculation fees	\$300 00
Graduation fees	800 00

13. *Expenditures.*

The income derived from the graduation and matriculation fees was expended in the payment of incidental expenses, as fuel, light, janitor, repairs, and interest on the debt.

14. *Fees.*

Matriculation fee	\$3 00
Graduation fee	20 00
Dissecting fee	5 00
Full course of lectures	70 00

15. *Examinations and Graduation.*

The examination for graduation is held before a joint board, consisting of the faculty and curators. It is conducted orally, and is continued for a longer or shorter time, till every member of the board is satisfied as to the qualifications of each candidate. Finally the vote on each individual is taken by ballot. For further particulars respecting the conferring of degrees, the Regents are respectfully referred to the accompanying circular.

16. *Remarks.*

The Buffalo Hospital of the Sisters of Charity is situated a few rods from the college building. Their institution is capable of

receiving over three hundred patients. The Professors of Medicine and Surgery are the attending medical officers of the hospital from the month of October to the month of April in each year. The college students visit the hospital twice weekly with the attending medical officers, on the payment of a fee of two dollars, or the benefit of the hospital. The students also occasionally visit the wards of the Buffalo General Hospital. Unusual facilities for clinical instruction in midwifery are afforded at the Lying-in-hospital, which is situated near the college. The candidates for degrees are taken to the hospital by the Professor of Obstetrics, and are there instructed and practiced in fœtal auscultation, as well as the other signs of pregnancy; also in the conduct of labors, both natural and artificial, and in all the minutiae belonging to the care of the parturient female. By these arrangements, ample clinical advantages are afforded to students in the medical department of the University.

The foregoing is respectfully submitted by the undersigned with the seal of the "University of Buffalo" attached, in behalf of the Council of said University.

O. H. MARSHALL,

President of the Council.

[L. S.]

GEORGE HADLEY,

Dean of the Faculty.

BUFFALO, Dec. 17th, 1867.

XXV. LONG ISLAND COLLEGE HOSPITAL, BROOKLYN.

To the Regents of the University of the State of New York:

The Collegiate Committee of the Long Island College Hospital respectfully submit the following report for the year ending June 30th, 1867.

1. Number and Description of Professorships.

The professorships, as established by the Regents during said year, were the following:

1. A professorship of Practical Medicine and Pathology.
2. do Surgery, Military Surgery and Hygiene, and Dislocation of Fractures.
3. do Surgical Anatomy and Operative Surgery.
4. do General and Descriptive Anatomy.
5. do Obstetrics and Diseases of Women and Children, and Clinical Midwifery.
6. do Chemistry and Toxicology.
7. do Physiology and Microscopic Anatomy.
8. do Therapeutics and Materia Medica.

2. College Officers and Faculty.

OFFICERS.

Theodore L. Mason, M. D., President of Council and Collegiate Departments.

Wm. H. Dudley, M. D., Registrar.

C. L. Mitchell, M. D., Secretary.

Hon. Jesse C. Smith, } Collegiate Committee.
Thos. H. Rodman, Esq., }

FACULTY.

Austin Flint, M. D., Professor of Practical Medicine and Pathology.

Frank H. Hamilton, M. D., Professor of Surgery, Military Surgery and Hygiene, and Fractures and Dislocations.

Joseph C. Hutchinson, M. D., Professor of Operative Surgery and Surgical Anatomy.

Edwin W. Chapman, M. D., Professor of Obstetrics and Diseases of Women and Children, and Clinical Midwifery.

Austin Flint, Jr., M. D., Professor of Physiology and Microscopic Anatomy.

Danim G. Eaton, M. D., Professor of Chemistry and Toxicology.

William Gilfillan, M. D., Professor of Therapeutics and Materia Medica.

George K. Smith, M. D., Demonstrator of Anatomy.

Robert Newman, M. D., Prosector to Professor of Operative Surgery.

A. H. Sparrow, M. D., Assistant to Professor of Medicine and Pathology.

3. *Number of Students.*

Number of students this session..... 119

Number of graduates 50

None of the students were under eighteen, and none of the graduates under twenty-one years of age.

4. *Classification of Students.*

There is no classification of students.

5. *College Terms.*

The term commenced on the first day of March and continued until the last day of June.

6. *Mode of Instruction.*

The mode of instruction is by didactic and clinical lectures. Especial prominence is given to the latter and to all the means of *demonstrative instruction* supplied by the Hospital Department of the institution. Frequent examinations are made by the several professors during the course, and the examinations for the degree of M. D. are held in the presence of the *Council of the Institution*, who, in conjunction with the professors, decide respecting the qualifications of the candidates.

7. *Discipline.*

There are no special rules of discipline. General propriety and decorum are required.

8. *By-Laws of the College.*

The Regents have enacted by-laws for the government of the [Senate, No. 49.]

College. The regulations contained in the circular herewith forwarded relate to the admission of students.

9. *Description and value of College Buildings.*

The college buildings belong to the Regents of the institution, and are occupied in a great part for hospital purposes. They are free from debt, and, with the grounds attached, are worth at present about sixty thousand dollars.

10. *Description and value of other College Property.*

The museum is valued at about.....\$2,000 00
And the chemical apparatus at.....1,500 00

11. *Revenue.*

The revenue is derived from the matriculation and graduation fees.

Received for Matriculation..	\$540	00
Received for Graduation.....	1,200	00
	<hr/>	
	\$1,740	00

12. *Gratuitous Aid.*

None has been given this year.

13. *Debt.*

The college is free from debt.

14. *Income and Expenditures.*

Income	\$1,740	00
Expenditure ..	1,252	00

15. *Price of Tuition.*

Matriculation fee.....	\$5	00
Fees for full course.....	100	00
Fee of Demonstrator of Anatomy	5	00
Graduation fee.....	25	00

XXVI. HOMŒOPATHIC MEDICAL COLLEGE OF THE STATE OF NEW YORK, IN THE CITY OF NEW YORK.

To the Regents of the University of the State of New York :

The council and faculty of the Homœopathic Medical College of the State of New York, in the city of New York, respectfully submit, through the Dean of the college, the following report for the year 1867:

Board of Council.

William Cullen Bryant, President; S. H. Wales, Esq., Vice-President; James F. Hall, Recording Secretary.

Councilmen.

Professor Theodore W. Dwight, LL. D., Ralph Mead, Esq., Hon. James M. Smith, Orson D. Munn, Esq., Hon. A. Oakey Hall, William Degroot, Esq., Jonathan Sturgess, Esq., Edward H. Ludlow, Esq., George Griswold, Esq., Edmund Dwight, Esq., James A. Robinson, Esq., Park Godwin, Esq.

Faculty of Medicine.

J. Beakley, M. D., Professor of Surgery and Surgical Pathology.

D. D. Smith, M. D., Professor of Obstetrics and Diseases of Women and Children.

S. R. Kirby, M. D., Professor of Forensic Medicine.

S. B. Barlow, M. D., Professor of Materia Medica and Therapeutics.

F. W. Hunt, M. D., Professor of Special Pathology and Diagnosis.

H. M. Smith, M. D., Professor of Physiology and Histology.

T. F. Allen, M. D., Professor of General and Microscopic Anatomy.

P. P. Wells, M. D., Professor of Practice of Medicine.

Carrol Dunham, M. D., Professor of Clinical Medicine.

J. J. Mitchell, M. D., Professor of Chemistry and Toxicology.

J. B. Holtby, M. D., Demonstrator of Anatomy.

William Brinck, M. D., Prosector of Surgery.

J. H. Osborn, M. D., Assistant Chemist.

Enos Hall, Janitor.

Number of Students.

The number of students during said year was..... 92

The number of graduates at the collegiate year was 42

There were no students in attendance under the age of seven—
teen, and the majority were above the age of twenty-one years.

Mode of Instruction.

The method adopted by the Faculty for instruction, is by lectures, illustrated by experiments, diagrams, morbid specimens, and demonstrations on the cadaver. Each professor examines the class daily upon the lecture of the preceding day.

Discipline.

General decorum and commendable deportment are required of students. The Faculty maintain the right of expulsion for dereliction of duty.

College Building.

The college building is leased property, at a rental of \$3,600 per annum, situated on the corner of Twentieth street and Third avenue. It contains two lecture rooms, each capable of seating about 180 students; also a Laboratory, Museum, and a Dispensary, where the poor are treated gratuitously, under supervision and support of the members of the faculty, which afford invaluable advantages for clinical instruction.

Description and Value of College Property.

The property belonging to the College Laboratory, Anatomical and Pathological Museum, models, plates, surgical appliances, etc., is valued at about ten thousand dollars.

Revenue.

Is derived from instruction fees, which has been ample to meet the current expenses of the year. The college has not had any appropriation from the State.

Regulations.

1. The examinations for the degree of Doctor of Medicine will commence after the session of lectures has ended.

2. The candidate must be twenty-one years of age.
3. He must have attended two full courses of medical lectures, one of which must have been attended at the Homœopathic Medical College of the city of New York.
4. The candidate must have studied medicine for three years under the supervision of some respectable practitioner of medicine.
5. He must write a medical Thesis either in English or in his native language.
6. Special examinations in particular cases may be obtained with the consent of the faculty.
7. Fees for a full course of Lectures \$100
 Matriculation fee 5
 Practical Anatomy 5
 Graduation fee 30
8. The matriculation tickets must be first obtained of the Dean of the Faculty before the other tickets can be procured.
9. The tickets must be taken by the first week in November (except in special cases) to constitute a full course.

J. BEAKLEY, M. D., *Dean.*

NEW YORK, *December* 10, 1867.

XXVII. THE NEW YORK MEDICAL COLLEGE AND HOSPITAL FOR WOMEN, NEW YORK CITY.

To the Regents of the University of the State of New York:

The Trustees of "The New York Medical College and Hospital for Women," in compliance with a requisition of the Regents of the University, respectfully submit, through their committee, the following report for the last collegiate year, ending March 1st, 1867, and containing a true and just statement of facts, in respect to the several subject matters following, viz :

1. Number and Description of Professorships and Faculty.

1. Diseases of Women and Children, Mrs. C. S. Lozier, M. D., Professor.
2. Theory and Practice of Medicine, Edward P. Fowler, M. D., Professor.
3. Principles and Practice of Surgery, John R. Andrews, M. D., Professor.
4. Obstetrics and Medical Jurisprudence, Miss Anna Inman, M. D., Professor of Obstetrics, and D. B. Penfield, Esq., Professor of Medical Jurisprudence.
5. Chemistry and Toxicology, Charles S. Stone, A. M., Professor.
6. Anatomy, Hon. J. V. C. Smith, M. D., Lecturer.
7. Physiology and Hygiene, J. V. C. Smith, M. D., the first weeks of the session, and Miss S. L. Kilborn the remainder.
8. Therapeutics and Materia Medica, Frederic L. H. Willis, M. D., Professor.

The other officers of the College were a President, Secretary, Dean and Janitress. Mrs. Dr. Lozier, President and Dean of College, and Dr. F. L. H. Willis, Secretary of Faculty.

The stated salary of each Professorship is \$250 per session; but this is not a fixed salary.

2. Number of Students.

The whole number of students attending the regular course of instruction during said year, was nineteen.

The number of graduates of the last annual commencement, held March 1st, 1867, was nine; none have been admitted to the Degree of Medicine under the age of twenty-one; and the average age of the graduates, at the last commencement, was probably twenty-five or more.

3. *Classification of Students.*

The students attending said College are classified as follows :

Number attending their first course of lectures.....	10
Number attending their second course of lectures	5
Number attending their third course of lectures.....	1
Number attending their fourth course of lectures.....	3
	<hr/>
	19
	<hr/>
Graduates in medicine	9
	<hr/>

4. *College Session.*

The session for study commenced October 15th, 1866, and closed March 1st, 1867.

5. *Mode of Instruction.*

The mode of instruction was by means of lectures, aided by text-books, notes, recitations and demonstrations.

6. *Discipline.*

As yet, none except self-discipline has been needed; still, the faculty, through the Dean, may report any inattention or impropriety of any student to the trustees, and, with their approval, may reprimand, suspend, or expel said student.

7. *By-Laws of the College.*

The by-laws of the college are the same as forwarded you by the trustees.

8. *Description and value of College Property.*

The college rooms at 74 East 12th street, were rented for \$600 per annum. The funds and other college property consist of a few volumes in library, a few specimens in museum—a manikin—a skeleton, etc., in brief, a “small beginning” that is constantly increasing.

9. *Debts.*

Said college is free from debt.

10. *Income and Expenditures.*

Subscription by Mrs. C. S. Lozier, M. D., March 1, 1867,	\$10,000 00
Amount received from students.....	1,000 00
Amount received by donations.....	865 00
<hr/>	
Paid for lectures	\$1,200 00
Paid to Bellevue	45 00
Paid for rent	600 00
Other expenses	335 33
<hr/> <hr/>	

11. *Price of Tuition.*

Matriculation ticket.....	\$5 00
Demonstrator's ticket	5 00
Professor's fees.....	105 00
Diploma	10 00

12. *Examination and Graduation.*

The examination, which occupied three days, was by the faculty, in presence of the censors, and was highly satisfactory to all.

13. *Remarks.*

Students who have attended one full course of instruction will be admitted to the New York Homœopathic Dispensary free of charge, and be allowed to treat cases themselves under the supervision of their Professors. About 12,000 patients are treated annually at this institution, and opportunities are afforded of witnessing almost every variety of disease. Students are also admitted elsewhere.

14. *Close of Report.*

The foregoing report is respectfully submitted by the undersigned committee, appointed by the board at an adjourned meeting held April 23d, 1867, and by them approved, October 10th, 1867.

M. D. DEWEY, *Chairman,*

T. G. BLINN, *Committee.*

[L. S.]

C. S. WELLS, *Secretary.*

E. A. LANE, *Treasurer.*

XXVIII. NEW YORK COLLEGE OF DENTISTRY, NEW YORK CITY.

To the Regents of the University of the State of New York :

The Trustees of the New York College of Dentistry, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 6th day of March, 1867, containing a just and true statement of facts, showing the plan of organization, progress and condition of said college during and at the close of said year, in respect to the several subject matters following, viz :

1. Organization of the College.

Immediately after the act incorporating the college was passed by the Legislature in 1865, and approved by the Governor, the corporators named in the act met, organized, and adopted the following by-laws :

Whereas, The people of the State of New York, represented in Senate and Assembly, have, by an act entitled "An act to incorporate the New York College of Dentistry," duly made, named, constituted and appointed the undersigned as a body corporate, with the powers and for the objects named in said act; and *whereas*, said act authorizes this body to make *by-laws* by which to be governed; therefore we, the several corporators named in said act, do, for the purpose of faithfully carrying out the provisions of said act, adopt the following

By-Laws.

1. The name and title of this body shall be "The Board of Corporators of the New York College of Dentistry."

2. The officers of the Board of Corporators of the New York College of Dentistry shall be a President, Vice-President, Secretary and Treasurer, and their duties shall be those usually performed by such officers.

3. There shall be a meeting of this board on the first Tuesday of May, 1866, and on the first Tuesday of May each and every year thereafter, for the election of officers for the board, and for the election of professors for the New York College of Dentistry, but the professors for 1865 may be elected at any meeting of the board.

4. The officers of the board shall be elected annually, but they shall hold and officiate until their successors are duly elected and installed.

5. The professors of the New York College of Dentistry shall hold their positions from the time of their election until the third Tuesday of April next ensuing, on which day all the powers and privileges conferred upon them by their election shall terminate.

6. The President shall have power to call a meeting of this board whenever he may deem it necessary, and it shall be his duty to call a meeting whenever three members of the board request him to do so; and if he neglect or refuse to call a meeting when so requested, a meeting may then be called by any three of the members of the board. In all other cases, five of the members of the board may call a meeting thereof by giving due notice in writing.

7. At least two days' notice shall be given of each and every meeting of this board.

8. Order of exercises.

1. Reading of minutes of last meeting.
2. Hearing reports.
3. Miscellaneous business.
4. Election of officers.

Meetings of the board were held from time to time during the spring, summer and fall of 1865; but no definite plan of organization for the college was settled upon until the spring of 1866, when, after affording ample opportunity to the members of the dental profession generally in New York city and vicinity to make suggestions, and after thoroughly acquainting themselves with the plans upon which other similar colleges in the United States are conducted, the trustees adopting and following the suggestions and advice of some of the most distinguished dentists in this country, finally determined upon and adopted the following plan of organization for this college.

1. *Plan of Organization of the New York College of Dentistry.*

ARTICLE I.—A didactic course of instruction, to be conducted by a faculty.

ART. II.—That a Dental Infirmary be established in connection with the college, and as a department thereof, where Clinical instruction and opportunities for operating will be afforded the students.

ART. III.—The appointment of a corps of Clinical Lecturers, who shall give daily *Cliniques* at the Infirmary. These Lecturers to be elected by the Board of Trustees.

ART. IV.—That the course of instruction shall include three years.

ART. V.—The first two years to be occupied in attendance upon the Didactic and Clinical Lectures of the college.

ART. VI.—That, at the close of the second year, a satisfactory written and oral examination by the faculty will be required on the Didactic Course; a second examination at the Chair, before a Board of the Clinical Lecturers, will be required. Only such students as pass these two examinations satisfactorily will be admitted to the third year's course of Experimental Practice in the Infirmary, where the student will serve the third year as Acting Dentist to the Infirmary.

ART. VII.—All Students of good moral character, who complete the full course of three years satisfactorily, and give promise of usefulness in the dental profession, shall be entitled to receive the degree of D. D. S.

ART. VIII.—The Board of trustees may confer the honorary degree of "Fellow of the College of Dentistry" (F. C. D.) upon such members of the profession as have made valuable contributions to the science of Dentistry.

ART. IX.—Students who have attended one course of lectures at a Medical or Dental College shall be required to attend one course of Didactic and Clinical Lectures, pass the two examinations, and serve the year in the Infirmary.

ART. X.—Graduates of Medical and Dental Colleges will be required to attend one course of lectures, and pass both examinations, before they can receive the degree of D. D. S., except as provided in the next article.

ART. XI.—Practitioners in good standing, of five years' practice, shall, on passing the two examinations, be eligible to all the honors of the college.

The foregoing plan is believed to be far in advance of anything heretofore adopted by dental colleges, but the trustees, after one year's practical experience, are of the opinion that they can improve this plan, and they intend to do so in time to have the benefit of the improvements the coming year. It is believed that dentistry has been carried to a degree of perfection in America that is not reached in any other part of the world, and it is the aim and expectation of the Trustees of the New York College of Dentistry, to make it worthy of the confidence and approval of the best and most progressive dentists everywhere, and an honor alike to the metropolis of America, and to the profession whose American members have already concededly carried their art to a degree of perfection nowhere attained abroad. Many of the best and most distinguished American dentists are located in New York City, and nearly, if not quite all of these, are earnestly co-operating with the Trustees of the New York College of Dentistry.

2. Number and Description of Professorships.

1. Emeritus Professor of the Institutes of Dentistry.
2. Professor of Dental Science and Operative Dentistry.
3. Professor of Dental Art and Mechanism.
4. Professor of Dental Pathology and Therapeutics.
5. Professor of Experimental Physiology and Microscopy.
6. Professor of Chemistry and Metallurgy.
7. Professor of Descriptive and Comparative Anatomy.

One more professorship has been already established for the coming year. Besides the professorships there are three demonstrators :

1. Of Operative Dentistry.
2. Of Mechanical Dentistry.
3. Of Anatomy.

There was also a board of Clinical Lectures, consisting of distinguished members of the dental profession, from this and other States, who give practical instruction in the art of dentistry at the chair.

3. *Trustees, Faculty, and other Officers.*

TRUSTEES.

Eleazar Parmly, M.D., D.D.S., C. E. Francis.

President.

J. Smith Dodge, M.D., D.D.S.

V. H. Allen, Vice-President.

Norman W. Kingsley.

L. McN. Walsh, Esq., Secretary.

Benjamin Lord.

Valter B. Roberts, Treasurer.

E. J. Dunning, D.D.

John Allen, D. D. S.

FACULTY.

Eleazar Parmly, M.D., D.D.S., Emeritus Professor of the Institutes of Dentistry.

William H. Dwinelle, M.D., D.D.S., Professor of Dental Science and Operative Dentistry.

Norman W. Kingsley, Professor of Dental Art and Mechanism.

J. Smith Dodge, Jr., M.D., D.D.S., Professor of Dental Pathology and Therapeutics.

Faneuil D. Weisse, M.D., Professor of Descriptive and Comparative Anatomy.

Rufus King Browne, M.D., Professor of Experimental Physiology and Microscopy.

Charles A. Seely, A.M., Professor of Chemistry and Metallurgy.

DEMONSTRATORS.

D. H. Goodwillie, M.D., D.D.S., Operative Dentistry.

R. M. Streeter, Mechanical Dentistry.

Alex. W. Stein, M.D., Anatomy.

BOARD OF CLINICAL LECTURERS.

Dr. John Allen, New York, President.

Drs. Ehrick Parmly, N. Y.

Drs. W. W. Allport, Chicago.

J. D. White, Philadelphia.

Geo. E. Hawes, New York.

Wm. H. Allen, New York.

A. Hill, Norwalk, Conn.

I. J. Wetherbee, Boston.

J. N. H. Walbridge, N. Y.

W. B. Roberts, New York.

Chas. B. Foster, Utica.

C. A. Marvin, Brooklyn.

L. G. Bartlett, New York.

A. C. Hawes, New York.

J. T. Metcalf, New Haven.

A. McIlroy, New York.

R. W. Varney, New York.

Dr. Frank Abbott, Secretary, New York.

DEAN OF THE FACULTY.

Norman W. Kingsley, 25 West Twenty-seventh street, N. Y.

4. *Number of Students.*

The number of students in regular attendance during said year — was thirty-one.

The number of graduates at the last annual commencement was nine.

There were no students in attendance under the age of twenty-one years, and the average age of the graduates, at the last commencement was, probably, thirty years. The graduates were all such as come under Articles X and XI of the plan of organization heretofore given.

5. *College Terms or Sessions.*

Practical instruction at the chair and in the laboratory is given during the entire year. The didactic course, under the special charge of the Faculty, commenced on the 5th day of November, 1866, and continued until the 6th day of March, 1867.

6. *Mode of Instruction.*

Instruction is given by lectures, demonstrations, and clinics. During the didactic course, three hours of the day are occupied by the Faculty in lectures, etc., and about twelve hours each day are devoted to clinics and practice. The books used in the College are those named in the announcement transmitted herewith, and marked "Document A."

7. *Discipline.*

General decorum and commendable deportment are required of students. The Faculty maintain the right of expulsion for dereliction of duty.

8. *College Building.*

The College building is leased property, at a rental of \$1,600 per annum, and situated on the corner of Fifth avenue and Twenty-second street. It contains a lecture room capable of seating about one hundred students, a large laboratory, a Faculty room, and a large infirmary. In the infirmary the poor are treated gratuitously.

9. *Description and value of College Property.*

The property in the laboratory, the chemical apparatus, analytical and pathological museum, and the models, plates, dental appliances, furniture, fixings, etc., belonging to the college, are valued at three thousand dollars. The value of the gold foil and other working material now in the infirmary has not been estimated.

10. *Debts.*

The college owes nothing except to its corporators. The amount due the corporators at this date is about fifteen hundred dollars.

11. *Revenue.*

The only revenue of the college is from students' fees. The total amount thus received for the last year was about four thousand dollars. The college has not had any appropriation from the State.

12. *Expenditures.*

The total amount of expenditures for the year was about five thousand five hundred dollars.

13. *Fees.*

A ticket for an annual course costs \$150; matriculation, demonstrators, and diploma fees included.

14. *Examination and Graduation.*

This college was not established to grant degrees merely, but only to fit young men to perform properly the duties of an honorable and rising profession. The examinations, therefore, intended to be of the most searching nature. Each professor prepares from fifteen to thirty questions, entirely covering his department, and the students are obliged to give written answers for presentation. Subsequently each student is examined orally by one of the professors. The candidates are required to practice dentistry in the infirmary the last month of the term, under the supervision of an examining committee of six from the Clinical board. The students pass all these ordeals satisfactorily, they receive a diploma; otherwise they must do without the degree or try again.

15. *Remarks.*

The members of the faculty of the New York College of Dentistry, are all gentlemen who, by their distinguished zeal and

ability have won for themselves the respect and confidence of the profession generally, and it is believed that the instruction given by them is in every way superior. But the great feature of this college is its course of practical instruction, given by the clinical lecturers at the chair. As the board of clinical lecturers consists of some of the most distinguished dentists in the country, it is hardly possible to over-estimate the importance of this department of the college. In the lecture room the faculty teach the science of dentistry, and explain the reasons for various dental operations. In the infirmary the board of clinical lecturers teach the art in its highest degree of perfection, and the students are required, not only to understand, but to do what has been taught them.

The foregoing is respectfully submitted by the undersigned, with the seal of the New York College of Dentistry attached, in behalf of the trustees of said college.

[L. S.]

WILLIAM H. ALLEN, *Vice-President* -
M. McN. WALSH,
WILLIAM H. ALLEN, *Secretaries*.
W. B. ROBERTS, *Treasurer*.

THE ECLECTIC MEDICAL COLLEGE, NEW YORK CITY.

Ion. Regents of the University of the State of New York :
 Faculty of the Eclectic Medical College of the City of New
 York, through their President, respectfully submit the following
 report for 1867.

The College was incorporated April 22d, 1865, and was duly
 organized on the 19th of December, 1865, by electing its officers and

Trustees and Faculty.

BOARD OF TRUSTEES.

Wilder, M. D., President.	J. B. Stowe, M. D.
E. Smith, M. D., Vice-	William W. Hadley, M. D.
President.	Hon. Owen W. Brennan.
Moller, Esq., Treasurer.	Albert Havemeyer, Esq.
J. Stuart, Esq., Cor. Sec.	Calvin S. Totman, M. D.
W. Hatcher, Esq., Rec. Sec.	Samuel Tuthill, M. D.
Richard B. Connolly.	Frank Tabor, Esq.
J. Newton, M. D.	Samuel Sinclair.

FACULTY.

W. S. Newton, M. D., Professor of Operative Surgery and
 Diseases.
 W. Allen, M. D., Professor of Theory and Practice of
 Medicine.
 Wm W. Hadley, M. D., Professor of Materia Medica and
 Therapeutics.
 Spangler, M. D., Professor of Obstetrics and Diseases of
 Women and Children.
 J. Freeman, M. D., Professor of Descriptive and Surgical
 Anatomy.
 J. T. Hart, M. D., Professor of Physiology and Pathology.
 J. L. Sanders, M. D., LL.D., Professor of Organic and Phy-
 sical Chemistry.
 J. A. Morrow, M. D., Demonstrator of Anatomy.

Number of Students.

The number of students during the year was forty ; the number of graduates at the close of the collegiate year was eleven ; the number of ad-eundem graduates was ten.

College Terms or Sessions.

There are two regular terms or sessions held in this institution. The winter session of 1867-68 commences Tuesday, October 15th and continues sixteen weeks. The spring session commences February 10th, 1868, and continues sixteen weeks.

College Building.

Temporary buildings at 223 E. 26th street have been secured for college purposes, giving ample facilities for every department of instruction.

College Library.

The college library contains about five hundred volumes.

Fees.

Matriculation fee, \$5 ; Professors' tickets, \$105 ; Demonstrator fee, \$5 ; Graduation fee, \$5.

ROBERT S. NEWTON, M. D.,

Dean of the Faculty.

NEW YORK, November 20th, 1867.

TABULAR STATEMENT.

259

COLLEGES.		Number of professors and tutors.	Number of students, not including medical.	Number of graduates.	Val. of college buildings and grounds.	Tuition & room rent received.	Amount paid for salaries of professors and tutors.
Columbia College	.....	14	140	.....	\$300,000 00	\$11,668 50	\$55,253 46
do Law Department	.....	5	166	.....	.....	.....	.....
do School of Mines	.....	10	116	4	.....	.....	.....
Union College	.....	14	142	49	37,237 50	6,477 00	12,141 79
Hamilton College	.....	10	174	32	150,000 00	9,063 33	9,194 64
Hobart College	.....	13	75	8	43,000 00	Free.	6,200 00
University of the city of New York	.....	13	60	15	360,000 00	2,510 00	23,831 69
do Professional, School of Art	.....	2	.....	.....	.....	.....	.....
do do School of Civ. Engineer'g and Architecture	.....	2	8	2	.....	.....	.....
do do School of Analytical and Practical Chemistry	.....	2	26	10	.....	.....	.....
do do School of Law	.....	2	25	4	.....	.....	.....
Madison University	.....	9	53	10	64,000 00	1,354 75	10,315 28
St. John's College	.....	17	70	17	100,000 00	.....	10,000 00
Genesee College	.....	5	100	10	24,000 00	.....	7,200 00
University of Rochester	.....	9	100	21	77,580 24	45,055 00	12,300 00
University of Albany, Law Department	.....	3	107	104	.....	.....	.....
Elmira Female College	.....	10	64	10	135,000 00	.....	6,059 00
St. Lawrence University	.....	4	39	8	33,000 00	601 25	1,765 00
Alfred University	.....	6	66	.....	48,800 00	1,921 00	2,200 00
Ingham University	.....	9	60	8	65,000 00	.....	6,292 00
St. Stephen's College	.....	5	43	6	72,800 00	.....	5,500 00
College of St. Francis Xavier	.....	32	85	17	130,000 00	.....	12,000 00
Vassar College	.....	10	197	4	426,035 02	55,500 75	33,379 42
Manhattan College	.....	15	52	4	70,000 00	.....	8,100 00
College of the city of New York	.....	26	259	30	150,000 00	.....	98,727 00
		247	2,237	*373	\$2,176,472 76	\$134,151 58	\$320,252 30

* Exclusive of Columbia College, not stated.

MEDICAL COLLEGES.

MEDICAL COLLEGES.

COLLEGES.	Number of professors.	Number of students.	Number of graduates.	Val. of college buildings and grounds.	Amount of matriculation fees received.	Am't of graduation fees received.
College of Physicians and Surgeons of the city of New York	12	305	92	\$90,000 00	\$1,206 00	\$2,820 00
Geneva Medical College	7	36	18	.....	108 00	360 00
Medical Department of the University of the city of New York	7	209	70	.....	.....	.....
Albany Medical College	8	88	34	.....	440 00	880 00
Medical Department of the University of Buffalo	9	100	40	14,000 06	300 00	800 00
Long Island College Hospital	18	119	50	60,000 00	540 00	1,200 00
Homeopathic Medical College	13	92	42	.....	.....	.....
New York Medical College and Hospital for Women	8	19	9	.....	.....	1,000 00
Eclectic Medical College	8	40	11	.....	.....	.....
New York College of Dentistry	7	31	9	.....	.....	4,000 00
	97	1,039	375	\$164,000 06	\$2,594 00	\$11,030 00

I. LITERARY AND SCIENTIFIC COLLEGES.

No.	NAME.	Location.	Date of Charter.	Incorporated by the	Remarks.
1	Alfred University	Alfred, Allegany Co.	March 28, 1857	Legislature ..	Formerly the New York Free Academy. Incorporated as "The Governors of the College of the Province of New York," and commonly known as King's College, until May 1, 1784, at which time the name was changed to Columbia College.
2	College of the City of New York	New York city	March 30, 1866	Legislature ..	
3	College of St. Francis Xavier	New York city	Jan. 10, 1861	Regents	
4	Columbia College	New York city	Oct. 31, 1751	Colonial Govt ..	
5	Cornell University	Ithaca, Tompkins Co.	April 27, 1865	Legislature ..	Incorporated as Geneva College; name changed to Hobart Free College, April 10, 1852, and to Hobart College, March 27, 1860. Formerly the Ingham Collegiate Institute.
6	Elmira Female College	Elmira, Chemung Co.	April 13, 1855	Legislature ..	
7	Genesee College	Lima, Livingston Co.	Feb. 27, 1849	Legislature ..	
8	Hamilton College	Clinton, Oneida Co.	May 26, 1812	Regents	
9	Hobart College	Geneva, Ontario Co.	April 5, 1824	Regents	In the act of incorporation no location is fixed. Formerly the Rutgers Female Institute.
10	Ingham University	Le Roy, Genesee county	April 3, 1857	Legislature ..	
11	Madison University	Hamilton, Madison Co.	March 26, 1846	Legislature ..	
12	Manhattan College	New York city	April 2, 1862	Regents	
13	Place College	New York city	April 22, 1867	Legislature ..	Only Law Department organized. Literary, Scientific, Law and Medical Departments organized. Only Medical Department organized. Incorporated as the Vassar Female College; name changed February 1, 1867.
14	Rutgers Female College	Fordham, Westchester Co.	April 11, 1867	Legislature ..	
15	St. John's College	Canton, St. Lawrence Co.	April 10, 1840	Legislature ..	
16	St. Lawrence University	Canton, St. Lawrence Co.	April 3, 1856	Legislature ..	
17	St. Stephen's College	Annandale, Dutchess Co.	March 20, 1860	Legislature ..	Only Law Department organized. Literary, Scientific, Law and Medical Departments organized. Only Medical Department organized. Incorporated as the Vassar Female College; name changed February 1, 1867.
18	Union College	Schenectady, Schenectady Co.	Feb. 25, 1795	Regents	
19	University of Albany	Albany, Albany Co.	April 17, 1851	Legislature ..	
20	University of the City of New York ..	New York city	April 18, 1831	Legislature ..	
21	University of Rochester	Rochester, Monroe Co.	May 8, 1846	Legislature ..	Only Law Department organized. Literary, Scientific, Law and Medical Departments organized. Only Medical Department organized. Incorporated as the Vassar Female College; name changed February 1, 1867.
22	University of Buffalo	Buffalo, Erie Co.	May 11, 1846	Legislature ..	
23	Vassar College	Poughkeepsie, Dutchess Co.	Jan. 11, 1861	Legislature ..	

Whole number, 23; incorporated by the Regents, 5; by the Legislature, 17; by the Colonial Government, and reincorporated by the Legislature, 1, (Columbia College).

II. MEDICAL COLLEGES, ETC.

No.	NAME.	Location.	Date of charter.	Incorporated by the	Remarks.
24	Albany Medical College.....	Albany, Albany Co.	Feb. 16, 1839	Legislature..	For the education of druggists; does not report. Degrees conferred by Columbia College. Organized as the Medical Institution of Geneva College, and afterwards known for a time as the Medical Department of Hobart College. Present name fixed by act of March 16, 1861. Incorporated as the New York Medical College for Women. Name changed to the New York Medical College for Women and Hospital for Women and Children, April 19, 1864, and to the New York Medical College and Hospital for Women, June 12, 1866.
25	Bellevue Hosp. Med. Coll. of the City of N. Y.	New York city	April 3, 1861	Legislature..	
26	College of Pharmacy of the City of New York..	New York city	April 25, 1831	Legislature..	
27	Coll. of Phy. and Surg. of the City of N. Y....	New York city	March 10, 1807	Regents	
28	Eclectic Medical College	New York city	April 23, 1865	Legislature..	
29	Geneva Medical College.....	Geneva, Ontario Co.	March 27, 1835	Legislature..	
30	Homoeopathic Med. Coll. of the State of N. Y.	New York city	April 12, 1860	Legislature..	
31	Jefferson Medical College	Watertown, Jeff. Co.	April 23, 1867	Legislature..	
32	Long Island Coll. Hosp. of the City of Brooklyn.	Brooklyn, Kings Co.	March 6, 1838	Legislature..	
33	Med. Department of the University of Buffalo.	Buffalo, Erie Co....	May 11, 1846	Legislature..	Incorporated as the New York Medical College for Women. Name changed to the New York Medical College for Women and Hospital for Women and Children, April 19, 1864, and to the New York Medical College and Hospital for Women, June 12, 1866.
34	Med. Dep. of the University of the City of N. Y.	New York city	Feb. 11, 1837	Legislature..	
35	New York College of Dentistry.....	New York city	March 31, 1865	Legislature..	
36	New York Med. College and Hosp. for Women..	New York city	April 14, 1863	Legislature..	

Whole number, 13; incorporated by the Regents, 1; by the Legislature, 12.

III. *Passes.*

The following colleges have been incorporated, but have not been organised, or have ceased to exist, or have failed for some time past to make any report of their condition to the Regents.

No.	NAME.	Location.	Date of Charter.	Incorporated by the	Remarks.
37	American College of Medical Science.....	New York city	April 2, 1858	Legislature.	Conditions of provisional charter not fulfilled.
38	Auburn College.....	Auburn, Cayuga Co.....	Feb. 26, 1836	Regents	Not organised.
39	Auburn Female University	Auburn, Cayuga Co.....	Jan. 29, 1852	Regents	Conditions of provisional charter not fulfilled.
40	Brockport College.....	Brockport, Monroe Co.....	March 4, 1836	Regents	Not organised.
41	Buffalo College.....	Buffalo, Erie Co.....	April 18, 1839	Legislature.	Conditions of provisional charter not fulfilled.
42	Clinton College.....	Fairfield, Herkimer Co...	March 25, 1816	Regents	Commonly known as the Fairfield Medical College, and highly flourishing for many years.
43	College of Physicians and Surgeons of the Western District.....	Fairfield, Herkimer Co.....	June 12, 1812	Regents	Not organised.
44	Excelsior Medical College.....	New York city	April 16, 1857	Legislature.	Formerly St. Thomas' Hall.
45	Flushing Female College.....	Flushing, Queens Co.....	April 6, 1857	Legislature.	Conditions of provisional charter not fulfilled.
46	Ithaca College	Ithaca, Tompkins Co.....	April 10, 1822	Regents	Organised under the College charter, and merged in the College of Physicians and Surgeons of the city of New York.
47	Medical Department of Columbia College..	New York city	April 10, 1792	.....	Charter repealed, April 12, 1862.
48	Metropolitan Medical College.....	New York city	March 28, 1857	Legislature.	Property now owned and occupied by the New York Central Academy.
49	New York Central College Association.....	McGrawville, Cortland Co.	April 17, 1851	Legislature.	Property now occupied as "The Willard Insane Asylum."
50	New York College of Dental Surgery.....	Syracuse, Onondaga Co....	April 12, 1852	Legislature.	Not organised.
51	New York Law College	New York city	March 30, 1838	Legislature.	Conditions of provisional charter not fulfilled.
52	New York State Agricultural College.....	Ovid, Seneca Co.....	April 15, 1853	Legislature.	Not organised.
53	People's College	Havana, Schuylcr Co.....	April 12, 1853	Legislature.	Conditions of provisional charter not fulfilled.
54	Richmond College.....	Richmond Co.....	April 18, 1838	Legislature.	Not organised.
55	St. Paul's College, The Proprietors of.	Flushing, Queens Co.....	May 9, 1840	Legislature.	Conditions of provisional charter not fulfilled.
56	Troy University.....	Troy, Rensselaer Co.....	April 12, 1855	Regents	Not organised.
57	University of Western New York	Buffalo, Erie County	April 8, 1836	Legislature.	Conditions of provisional charter not fulfilled.
58	Washington College	Buffalo, Erie County	Jan. 27, 1817	Regents	Not organised.
59	Westminster College.....	Buffalo, Erie Co.....	April 17, 1851	Legislature.	Not organised.

Whole number (in addition to Medical Department of Columbia College), 22; incorporated by the Regents, 8, of which seven were provisional; by the Legislature, 14.

"An act to incorporate the De Veaux College for orphan and destitute children," was passed April 15, 1853, and an institution adopting that name (which is found only in the title of the act) has been established at Suspension Bridge, in Niagara county. It reports annually to the Legislature, but holds none of the special rights and privileges usually conferred upon incorporated colleges.

Several corporations claiming to be collegiate or academic organizations, have filed certificates in the office of the Secretary of State, under the provisions of chapter 319, of the Laws of 1848, entitled "An act for the incorporation of benevolent, charitable,itable, scientific and missionary societies," but none of these have reported to the Regents.

The following is a list of these institutions :

American College of Pharmacy, Syracuse, January 22, 1851.

Brooklyn Academy of Medicine, Brooklyn, May 30, 1861.

Buffalo College of St. Joseph, Buffalo, March 12, 1851.

Central Medical College Association, Rochester, March 20, 1851.

German Martin Luther College, Buffalo, July 1, 1853.

Hahneman Academy of Medicine, New York, December 8, 1851.

Metropolitan Medical College, New York, July 2, 1852.

New York Central College, McGrawville, December 6, 1848.

Randolph Eclectic Medical Institute, Randolph, Aug. 21, 1851.

Syracuse Medical College Association, Syracuse, Dec. 5, 1851.

St. Paul's College, New York, November 12, 1851.

Union Homœopathic Medical Academy of the State of New York, Dundee, November 25, 1852.

Western Medical College, Jamestown, April 17, 1851.

Woman's College of Physicians and Surgeons, New York, June 14, 1865.

Penn Yan Female Academy, Penn Yan, April 29, 1853.

Rochester Christian Brothers Academy and Seminary, Rochester, July 18, 1857.

Seminary of Our Lady of the Angels, Niagara county, February 27, 1861.

II. ABSTRACTS OF REPORTS OF ACADEMIES.

SCHEDULE No. 1.

List of all Academies incorporated in this State by the Regents and by the Legislature, with the location and date of charter of each.

Number.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
1	Academy of Our Lady of the Cataract.....	Niagara Falls, Niagara Co.....	April 10, 1866	.....
2	Academy of the Sacred Heart.....	Rochester, Monroe Co.....	April 11, 1849	.....
3	Adams Collegiate Institute*.....	Adams, Jefferson Co.....	.....	April 22, 1855	
4	Addison Academy.....	Addison, Steuben Co.....	.....	Feb. 8, 1849	
5	Albany Academy.....	Albany, Albany Co.....	.....	March 4, 1813	
6	Albany Female Academy.....	Albany, Albany Co.....	.....	Jan. 29, 1828	
7	Albany Female Seminary.....	Albany, Albany Co.....	Feb. 16, 1821	.....
8	Albany Pearl Street Academy*.....	Albany, Albany Co.....	April 9, 1828	April 16, 1828	
9	Albion Academy.....	Albion, Orleans Co.....	April 23, 1836	.....
10	Alexander Classical School*.....	Albion, Orleans Co.....	May 1, 1837	Feb. 27, 1841	
11	Alfred Academy.....	Alexander, Genesee Co.....	May 6, 1834	Feb. 5, 1839	
12	Amenia Seminary.....	Alfred, Allegany Co.....	.....	Jan. 31, 1843	Now conducted as a private school.
13	Amenia Academy.....	Amenia, Dutchess Co.....	.....	March 29, 1836	Name changed from Amsterdam Female Seminary, April 27, 1865.
14	Amsterdam Academy.....	Ames, Montgomery Co.....	April 22, 1837	Feb. 5, 1839	Name changed to Amsterdam Academy, April 27, 1865.
15	Amsterdam Female Seminary†.....	Amsterdam, Montgomery Co.....	March 29, 1839	Feb. 16, 1841	
16	Andes Collegiate Institute.....	Andes, Delaware Co.....	.....	July 3, 1862	
17	Angelica Academy*.....	Angelica, Allegany Co.....	.....	.....
18	Angelica Academy.....	Angelica, Allegany Co.....	May 12, 1836	.....
19	Antwerp Liberal Literary Institute.....	Antwerp, Jefferson Co.....	.....	Oct. 31, 1859	
20	Arcade Academy.....	Arcade (China P. O.), Wy'g Co.....	.....	Feb. 1, 1856	
21	Argyle Academy.....	Argyle, Washington Co.....	.....	Feb. 20, 1862	
22	Astoria Institute*.....	Astoria, Queens Co.....	.....	May 4, 1841	
			.....	Feb. 13, 1844	

† Name obsolete.

* Not reporting to the Regents, and regarded as extinct.

SCHEDULE No. 1—Continued.

Number.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
23	Attica Union School	Attica, Wyoming Co.....	.....	Jan. 10, 1847	Org'd under ch. 433, Laws of 1853.
24	Auburn Academy†.....	Auburn, Cayuga Co.....	.....	Feb. 14, 1815	Merged in A. Acad. High School.
25	Auburn Academic High School.....	Auburn, Cayuga Co.....	March 19, 1866	.....	See ch. 176, § 3, Laws of 1866.
26	Auburn Female Seminary*.....	Auburn, Cayuga Co.....	April 18, 1838	Feb. 11, 1840	
27	Augusta Academy	Augusta, Oneida Co.....	.....	Feb. 28, 1843	
28	Aurora Academy.....	East Aurora, Erie Co.....	April 16, 1838	Jan. 29, 1839	Name changed from Aurora Manual Labor Seminary, April 16, 1838.
29	Aurora Manual Labor Seminary†.....	Aurora, Erie Co.....	April 30, 1833	Jan. 29, 1839	Name changed to Aurora Academy, April 16, 1838.
30	Avon Academy*.....	Avon, Livingston Co.....	April 30, 1836	Feb. 27, 1841	Organis'd under ch. 94, Laws of 1864.
31	Baldwinsville Academy	Baldwinsville, Onondaga Co.....	.....	July 27, 1864	
32	Ball Seminary*.....	Hoodick Falls, Rensselaer Co.....	.....	April 11, 1843	
33	Ballston Academy*.....	Ballston, Saratoga Co.....	.....	March 21, 1808	
34	Batavia Female Academy*.....	Batavia, Genesee Co.....	March 5, 1838	Feb. 5, 1839	
35	Batavia Union School	Batavia, Genesee Co.....	.....	Feb. 26, 1861	Organized under ch. 433, Laws of 1853.
36	Bedford Academy*.....	Bedford, Westchester Co.....	April 8, 1826	.....
37	Bedford Female Institute	Bedford, Westchester Co.....	.....	April 12, 1855	
38	Bernville Academy and Female Seminary*.....	Bern, Albany Co.....	March 8, 1833	.....
39	Bethany Academy	Bethany, Genesee Co.....	March 29, 1841	Feb. 28, 1842	
40	Binghamton Academy	Binghamton, Broome Co.....	.....	Aug. 23, 1842	See ch. 322, Laws of 1861.
41	Black River Literary and Religious Institute†.....	Watertown, Jefferson Co.....	May 25, 1836	Jan. 30, 1838	Name changed to Jefferson County Institute, May 12, 1846.
42	Blooming Grove Academy*.....	Blooming Grove, Oneida Co.....	.....	April 1, 1811	
43	Bridgewater Academy*.....	Bridgewater, Oneida Co.....	April 8, 1826	April 16, 1828	
44	Brookport Collegiate Institute.....	Brookport, Monroe Co.....	.....	Feb. 15, 1842	Merged in Brookport Normal School, 1867.
45	Brookfield Academy	Brookfield, Madison Co.....	.....	.....
46	Brooklyn Collegiate and Polytechnic Institute.....	Brooklyn, Kings Co.....	.....	April 17, 1847	
47	Brooklyn Collegiate Institute for Young Ladies*.....	Brooklyn, Kings Co.....	.....	April 7, 1854	
48	Brooklyn Female Academy†.....	Brooklyn, Kings Co.....	April 23, 1829	.....	Merged in Packer Collegiate Institute.
			May 8, 1845	Jan. 14, 1847	

55	Buffalo Literary and Scientific Academy*.....	Buffalo, Erie Co.	April 17, 1827	.....	& Scientific Acad'y, Feb. 12, 1836. Name changed from Buffalo High School Association, Feb. 12, 1830. Dissolved by act of April 21, 1848.
56	Cambridge Washington Academy	Cambridge, Washington Co. ....	.....	March 30, 1815	
57	Canajoharie Academy	Canajoharie, Montgomery Co.	April 13, 1826	Feb. 26, 1828	
58	Canandaigua Academy	Canandaigua, Ontario Co. ....	.....	March 4, 1795	
59	Canisteo Academy	Canisteo, Steuben Co. ....	.....	March 16, 1808	
60	Canton Academy	Canton, St. Lawrence Co.	April 24, 1837	Jan. 23, 1840	
61	Carlisle Seminary*	Carlisle, Schoharie Co. ....	.....	Oct. 20, 1853	
62	Cary Collegiate Seminary	Oakfield, Genesee Co. ....	.....	May 16, 1845	
63	Catskill Academy*	Catskill, Greene Co. ....	.....	March 12, 1804	
64	Catskill Classical School*	Catskill, Greene Co.	April 25, 1832	.....	Not organized.
65	Catskill Female Seminary*	Catskill, Greene Co.	March 24, 1820	.....	Org'd under ch. 433, Laws of 1853.
66	Catskill Union Free School	Aurora, Cayuga Co. ....	.....	Jan. 10, 1868	Name changed to Cayuga Lake Academy, January 13, 1860.
67	Cayuga Academy†	Aurora, Cayuga Co. ....	.....	March 23, 1801	Name changed from Cayuga Academy, January 13, 1860.
68	Cayuga Lake Academy	Aurora, Cayuga Co. ....	.....	March 23, 1801	Name changed from Randolph Academy, January 13, 1860.
69	Chamberlain Institute	Randolph, Cattaraugus Co. ....	.....	Jan. 24, 1851	Name changed from Randolph Academy Association, April 11, 1866.
70	Champlain Academy	Champlain, Clinton Co. ....	.....	Aug. 23, 1842	Not organized.
71	Chautauqua Collegiate Institute*	Stockton, Chautauqua Co. ....	.....	April 21, 1857	Property sold on mortgage, 1858.
72	Cherry Valley Academy*	Cherry Valley, Otsego Co. ....	.....	Feb. 8, 1796	
73	Chester Academy	Chester, Orange Co. ....	.....	Feb. 27, 1844	
74	Cincinnati Academy	Cincinnati, Cortland Co. ....	.....	April 21, 1857	
75	Clarence Academy	Clarence, Erie Co. ....	.....	Oct. 12, 1854	
76	Clarkson Academy*	Clarkson, Monroe Co. ....	.....	March 17, 1835	
77	Clarkson High School	Clarkson, Monroe Co.	April 6, 1859	.....
78	Claverack Academy*	Claverack, Columbia Co.	April 25, 1831	.....
79	Claverack Academy and Hudson River Institute	Claverack, Columbia Co. ....	.....	Feb. 5, 1839	
80	Clermont Academy*	Clermont, Columbia Co.	April 26, 1834	.....
81	Clinton Academy	East Hampton, Suffolk Co. ....	.....	June 14, 1854	
82	Clinton Grammar School	Clinton, Oneida Co. ....	.....	Feb. 26, 1839	
83	Clinton Liberal Institute	Clinton, Oneida Co.	March 28, 1817	Nov. 17, 1787	
84	Clinton Seminary*	Clinton, Oneida Co.	April 29, 1834	Feb. 26, 1828	
		Clinton, Oneida Co. ....	.....	March 29, 1836	
		Clinton, Oneida Co. ....	.....	Feb. 15, 1842	

* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

Oldest Academy in the State.

SCHEDULE No. 1—Continued.

Number.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
85	Glover Street Seminary*.....	Brighton, Monroe Co.....	April 7, 1848	Feb. 25, 1849	Not organized.
86	Colligate Institute of the City of New York*.....	New York city.....	July 10, 1851	.....
87	Collinsville Institute*.....	West Turin, Lewis Co.....	May 2, 1837	Conducted as a private school.
88	Columbia Academy*.....	Kinderhook, Columbia Co.....	.....	March 13, 1797
89	Cooper Institute.....	New York city.....	Feb. 15, 1857	.....
90	Cooperstown Female Academy*.....	Cooperstown, Otsego Co.....	April 15, 1822	.....
91	Cooperstown Seminary and Female Col. Inst.....	Cooperstown, Otsego Co.....	.....	June 14, 1854
92	Corning Free Academy.....	Corning, Steuben County.....	April 13, 1859	March 1, 1860	
93	Cortland Academy.....	Homer, Cortland Co.....	.....	Feb. 2, 1819
94	Cortland Female Seminary*.....	Cortlandville, Cortland Co.....	April 18, 1828	.....
95	Cortlandville Academy.....	Cortlandville, Cortland Co.....	.....	Jan. 31, 1843
96	Coxsackie Academy*.....	Coxsackie, Greene Co.....	May 5, 1837	Feb. 5, 1839	
97	Coxsackie Academy*.....	Coxsackie, Greene Co.....	.....	April 2, 1863
98	Danville Seminary.....	Danville, Livingston Co.....	.....	Jan. 14, 1858
99	De Lancey Institute*.....	Hampden, Oneida Co.....	.....	April 13, 1842
100	Delaware Academy.....	Delhi, Delaware Co.....	.....	Feb. 2, 1820
101	Delaware Literary Institute.....	Franklin, Delaware Co.....	April 23, 1835	Jan. 29, 1839	
102	Deposit Academy.....	Deposit Broome Co.....	.....	April 9, 1867
103	De Ruyter Institute*.....	De Ruyter, Madison Co.....	March 30, 1836	Jan. 30, 1838	
104	De Ruyter Institute.....	De Ruyter, Madison Co.....	.....	Dec. 3, 1847
105	Dover Academy*.....	Dover, Dutchess Co.....	May 9, 1835	Organized under chap. 555, Laws of 1864.
106	Dundee Academy.....	Dundee, Yates Co.....	.....	March 22, 1855
107	Dunkirk Academy*.....	Dunkirk, Chautauque Co.....	May 1, 1837	.....
108	Dutchess County Academy of.....	Poughkeepsie, Dutchess Co.....	.....	Feb. 1, 1792
109	East Bloomfield Academy.....	East Bloomfield, Ontario Co.....	April 9, 1838	Jan. 23, 1840	
110	East Genesee Conference Seminary.....	Ovid, Seneca Co.....	.....	Feb. 11, 1864
111	Eastern Collegiate Inst. of the City of N. Y.*.....	New York city.....	May 7, 1844	.....
112	Egberts Institute.....	Cohoes, Albany Co.....	.....	.....
113	Elizabethtown Union Free School.....	Elizabethtown, Essex Co.....	.....	Jan. 10, 1867
114	Ellenville High School*.....	Ellenville, Ulster Co.....	.....	April 17, 1860
115	Ellington Academy.....	Ellington, Chautauque Co.....	.....	Feb. 11, 1853

116	<i>Elmira Academy</i>	<i>Elmira, Chemung Co.</i>	April 4, 1869	March 31, 1860	
117	<i>Elmira Free Academy</i>	<i>Elmira, Chemung Co.</i>	April 4, 1869	Jan. 9, 1863	
118	<i>Elmira Collegiate Seminary</i>	<i>Elmira, Chemung Co.</i>	April 4, 1869	Oct. 20, 1853	
119	<i>Eramus Hall</i>	<i>Flatbush, Kings Co.</i>	May 1, 1854	Nov. 17, 1787	See No. 81.
120	<i>Essex County Academy</i>	<i>Westport, Essex Co.</i>	May 1, 1854	March 6, 1838	
121	<i>Evans Academy</i>	<i>Peterboro', Madison Co.</i>.....	.....	Jan. 28, 1853	Name changed from Peterboro' Academy, Dec. 1, 1864.
122	<i>Fairfield Academy</i>	<i>Fairfield, Herkimer Co.</i>.....	.....	March 16, 1803	
123	<i>Falley Seminary</i>	<i>Fulton, Oswego Co.</i>.....	.....	March 5, 1867	Name changed from Fulton Acad.
124	<i>Falley Sem. of the Black River Conference</i> ..	<i>Fulton, Oswego Co.</i>	May 25, 1836	Feb. 5, 1839	April 11, 1849. Merged in Falley Seminary.
125	<i>Farmers' Hall</i>	<i>Goshen, Orange Co.</i>.....	.....	March 26, 1790	
126	<i>Fayetteville Academy</i>	<i>Fayetteville, Onondaga Co.</i>	May 4, 1837	Feb. 5, 1839	
127	<i>Fayetteville Seminary</i>	<i>Fayetteville, Onondaga Co.</i>.....	.....	April 21, 1857	
128	<i>Female Academy of the Sacred Heart</i>	<i>New York city</i>	July 9, 1861	.....
129	<i>Female Academy of the Sacred Heart</i>	<i>Albany, Albany Co.</i>	Mar. 19, 1861	.....
130	<i>Female Academy of the Sacred Heart</i>	<i>Rochester, Monroe Co.</i>	April 15, 1858	.....
131	<i>Fishkill Education Society</i>	<i>Fishkill, Dutchess Co.</i>	May 11, 1835	.....
132	<i>Fishkill Female Seminary and Col. Institute</i> ..	<i>Fishkill, Dutchess Co.</i>	April 15, 1837	.....
133	<i>Flushing Institute</i>	<i>Flushing, Queens Co.</i>	April 16, 1827	.....
134	<i>Fonda Academy</i>	<i>Fonda, Montgomery Co.</i>	May 13, 1845	Oct. 11, 1845	Organized under chap. 433, Laws of 1853.
135	<i>Forestville Free Academy and Union School</i> ..	<i>Forestville, Chautauqua Co.</i>.....	.....	Jan. 10, 1867	Re-organized by act ch. 155, Laws of 1853. Acad. Depart. U. School.
136	<i>Fort Covington Academy</i>	<i>Fort Covington, Franklin Co.</i>	April 21, 1831	April 21, 1831	Name changed from Wash. Co. Sem. and Col. Inst., Jan. 13, 1866.
137	<i>Fort Edward Collegiate Institute</i>	<i>Fort Edward, Washington Co.</i>.....	.....	July 6, 1854	See chapter 7, Laws of 1867.
138	<i>Fort Plain Seminary and Female Col. Inst.</i> ...	<i>Fort Plain, Montgomery Co.</i>.....	.....	Oct. 20, 1853	
139	<i>Franklin Academy</i>	<i>Malone, Franklin Co.</i>.....	.....	April 28, 1831	
140	<i>Franklin Academy</i>	<i>Prattsburgh, Steuben Co.</i>.....	.....	Feb. 23, 1824	
141	<i>Fredonia Academy</i>	<i>Fredonia, Chautauqua Co.</i>	Nov. 24, 1824	Feb. 23, 1830	
142	<i>Friends' Academy</i>	<i>Union Springs, Cayuga Co.</i>.....	.....	Jan. 13, 1860	
143	<i>Friendship Academy</i>	<i>Friendship, Allegany Co.</i>.....	.....	Feb. 8, 1849	Name changed from Fulton Fem. Sem., April 11, 1842; and to Falley Sem. of Black River Conference, April 11, 1849.
144	<i>Fulton Academy</i>	<i>Fulton, Oswego Co.</i>	May 25, 1836	Feb. 5, 1839	Name changed to Fulton Academy, April 11, 1842.
145	<i>Fulton Female Seminary</i>	<i>Fulton, Oswego Co.</i>	May 25, 1836	Feb. 5, 1839	Name obsolete.

* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

SCHEDULE No. 1—Continued.

NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
146 Gaines Academy*	Gaines, Orleans Co.	April 14, 1827	Jan. 26, 1830	
147 Galway Academy*	Galway, Saratoga Co.	May 26, 1836	Jan. 29, 1839	
148 Galway Academy*	Galway, Saratoga Co. ....	.....	Oct. 11, 1845	
149 Genesee Seminary*	Batavia, Genesee Co.	May 11, 1835	.....
150 Genesee Conference Seminary†	Pike, Wyoming Co. ....	.....	Feb. 1, 1856	Name changed to Pike Seminary, Oct. 13, 1859.
151 Genesee Manual Labor Seminary*	Bethany, Genesee Co.	{ April 13, 1832 Mar. 27, 1834	.....
152 Genesee Valley Seminary	Reifast, Allegany Co. ....	.....	Jan. 8, 1857	
153 Genesee Wesleyan Seminary	Lima, Livingston Co.	April 30, 1833	March 9, 1836	
154 Genesee and Wyoming Seminary	Alexander, Genesee Co. ....	.....	March 27, 1845	Name changed from Livingston Co. High School Ass'n, May 13, 1846.
155 Genesee Academy	Genesee, Livingston Co.	March 10, 1837	Feb. 7, 1829	Merged in Geneva College, 1824.
156 Geneva Academy*	Geneva, Ontario Co. ....	.....	March 29, 1813	
157 Geneva Classical and Union School	Geneva, Ontario Co.	April 15, 1853	Feb. 10, 1854	
158 Geneva Academy*	Genoa, Cayuga Co. ....	.....	Feb. 4, 1847	
159 German-American School of Morrisania	Morrisania, Westchester Co. ....	.....	March 2, 1865	
160 Gilbertville Academy and Collegiate Institute,	Butternuts, Otsego Co. ....	.....	May 4, 1841	
161 Glen's Falls Academy	Glen's Falls, Warren Co. ....	.....	Jan. 12, 1842	
162 Gloverville Union Seminary	Gloverville, Fulton Co. ....	.....	Jan. 11, 1855	
163 Gouverneur High School†	Gouverneur, St. Lawrence Co.	April 5, 1828	Feb. 19, 1829	Name changed to Gouverneur Wesleyan Seminary, April 24, 1840.
164 Gouverneur Wesleyan Seminary	Gouverneur, St. Lawrence Co.	April 5, 1828	Feb. 19, 1829	Name changed from Gouverneur
165 Gowanda Union School	Gowanda, Cattaraugus Co.	April 29, 1863	[High School, April 24, 1840.
166 Grammar School of Columbia College*	New York city	April 17, 1838	

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173	<i>Griffith Academy</i> } Identical.	<i>Springville, Erie Co.</i>	March 19, 1837	Jan. 30, 1830	Name changed by the Regents from <i>Springville</i> March 2, 1866. Name changed by the Legislature from <i>Springville Academy</i> , March 16, 1866.
174	<i>Griffith Institute</i> }	<i>Springville, Erie Co.</i>	March 19, 1837	Jan. 26, 1830	
175	<i>Groton Academy</i>	<i>Groton, Tompkins Co.</i>	May 6, 1837	Jan. 29, 1829	
176	<i>Half-Moon Academy</i>	<i>Halfmoon, Saratoga Co.</i>.....	.....	Feb. 14, 1851	
177	<i>Hamilton Academy</i> *.....	<i>Hamilton, Madison Co.</i>.....	.....	Feb. 23, 1824	
178	<i>Hamilton Female Seminary</i>	<i>Hamilton, Madison Co.</i>.....	.....	Jan. 17, 1856	
179	<i>Hamilton Oneida Academy</i> *.....	<i>Kirkland, Oneida Co.</i>.....	.....	Jan. 20, 1793	
180	<i>Harlem Literary and Scientific Academy</i> *.....	<i>New York city (?)</i>	Jan. 24, 1829	.....
181	<i>Hartford Academy</i>	<i>South Hartford, Washing'n Co.</i>.....	.....	Jan. 12, 1866	
182	<i>Hartwick Seminary</i>	<i>Hartwick, Otsego Co.</i>.....	.....	Aug. 13, 1816	
183	<i>Hedding Literary Institute</i> *.....	<i>Ashtland, Greene Co.</i>.....	.....	Oct. 12, 1854	
184	<i>Hempstead Institute</i> *.....	<i>Hempstead, Queens Co.</i>.....	.....	Jan. 14, 1858	
185	<i>Hempstead Seminary</i> *.....	<i>Hempstead, Queens Co.</i>	May 2, 1836	Jan. 29, 1839	
186	<i>Herkimer County Academy</i> *.....	<i>Herkimer, Herkimer Co.</i>.....	.....	Feb. 11, 1840	
187	<i>Highland Grove Gymnasium</i>	<i>Fishkill, Dutchess Co.</i>	April 11, 1831	.....
188	<i>Hobart Hall</i> *.....	<i>Holland Patent, Oneida Co.</i>	March 16, 1839	Jan. 23, 1840	
189	<i>Holland Patent Academy</i> *.....	<i>Trenton, Oneida Co.</i>	April 24, 1834	.....
190	<i>Holley Academy</i>	<i>Holley, Orleans Co.</i>.....	.....	March 28, 1850	
191	<i>Hubbardville Academy</i> *.....	<i>Hubbard's Corners, Mad'n Co.</i>.....	.....	Feb. 14, 1850	
192	<i>Hudson Academy</i>	<i>Hudson, Columbia Co.</i>.....	.....	March 3, 1807	
193	<i>Hudson River Agricultural Seminary</i> *.....	<i>Stockport, Columbia Co.</i>	May 6, 1837	.....
194	<i>Hungerford Collegiate Institute</i>	<i>Adams, Jefferson Co.</i>.....	.....	March 24, 1864	
195	<i>Huntington Union School</i>	<i>Huntington, Suffolk Co.</i>	April 22, 1862	Jan. 9, 1863	
196	<i>Ingham Collegiate Institute</i> *.....	<i>Le Roy, Genesee Co.</i>	April 6, 1852	Jan. 28, 1853	
197	<i>Ingham University, Academic Department</i> ..	<i>Le Roy, Genesee Co.</i>	April 3, 1857	April 3, 1857	
198	<i>Ithaca Academy</i>	<i>Ithaca, Tompkins Co.</i>	March 24, 1823	April 17, 1826	
199	<i>Jamestown Academy</i> †.....	<i>Jamestown, Chautauqua Co.</i> ..	April 16, 1836	Feb. 5, 1839	Merged in Jamestown Un. School, 1866.
200	<i>Jamestown Union School and Coll. Inst.</i>	<i>Jamestown, Chautauqua Co.</i>.....	.....	.....	Organized under ch. 555, Laws of 1864.
201	<i>Jane Grey School</i>	<i>Mt. Morris, Livingston Co.</i>.....	.....	March 16, 1868	
202	<i>Jefferson Academy</i> *.....	<i>Jefferson, Schoharie Co.</i>	Nov. 27, 1824	Jan. 22, 1833	
203	<i>Jefferson County Institute</i> †.....	<i>Watertown, Jefferson Co.</i>	May 25, 1836	Jan. 30, 1838	Name changed from <i>Black River Literary and Religious Institute</i> , May 12, 1846. Merged in <i>Watertown High School</i> , 1865.

† Name obsolete.

* Not reporting to the Regents, and regarded as extinct.

SCHEDULE No. 1—Continued.

Number.	NAMES.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
204	Johnstown Academy	Johnstown, Montgomery Co.....	Jan. 27, 1794	Academical Department of Union School, organized under chapter 360, Laws of 1863; see, also, chapter 318, 1864.
205	Jonesville Academy	Jonesville, Saratoga Co.....	April 1, 1850	Oct. 26, 1850	
206	Jordan Academy	Jordan, Onondaga Co.....	.....	Jan. 12, 1842
207	Keeseville Academy	Keeseville, Clinton Co.....	May 4, 1835	Feb. 5, 1839	
208	Kinderhook Academy	Kinderhook, Columbia Co.....	April 3, 1824	Feb. 19, 1828	
209	Kingborough Academy*	Kingborough, Fulton Co.....	.....	Feb. 5, 1839
210	Kingston Academy*	Kingston, Ulster Co.....	.....	Feb. 3, 1795
211	Kingston Academy	Kingston, Ulster Co.....	.....	Jan. 12, 1866
212	Knoxville Academy	Knox, Albany Co.....	May 9, 1837	Feb. 16, 1842	
213	La Fayette High School*	La Fayette, Onondaga Co.....	April 23, 1836	.....
214	Lancaster Academy*	Lancaster, Erie Co.....	Jan. 22, 1846	Acad. Dept. of Union School. Merged in Ingham Collegiate Institute, 1853.
215	Lansingburgh Academy	Lansingburgh, Rensselaer Co.....	.....	Feb. 8, 1796
216	Laurel Bank Seminary*	Deposit, Broome Co.....	.....	March 17, 1854
217	Lawrenceville Academy	Lawrenceville, St. Lawrence Co.....	.....	April 8, 1861
218	Leavenworth Institute	Wolcott, Wayne Co.....	.....	July 14, 1859
219	Le Roy Academic Institute	Le Roy, Genesee Co.....	.....	Feb. 11, 1864
220	Le Roy Female Seminary*	Le Roy, Genesee Co.....	.....	Feb. 16, 1841
221	Lewiston High School Academy	Lewiston, Niagara Co.....	.....	April 16, 1828
222	Liberty Normal Institute	Liberty, Sullivan Co.....	April 10, 1849	Sept. 20, 1849	
223	Literary and Scientific Institute of York*	York, Livingston Co.....	March 27, 1839	Name changed to Genesee Academy, May 13, 1846.
224	Little Falls, Academy at	Little Falls, Herkimer Co.....	.....	Oct. 17, 1844
225	Livingston County High School Association†	Genesee, Livingston Co.....	March 10, 1827	Feb. 7, 1829	
226	Lockport Academy*	Lockport, Niagara Co.....	May 26, 1841	.....
227	Lockport Union School	Lockport, Niagara Co.....	March 18, 1850	Oct. 26, 1850	
228	Lowville Academy	Lowville, Lewis Co.....	.....	March 21, 1808
229	Lyons Academy*	Lyons, Wayne Co.....	March 29, 1837	.....
230	Lyons Academy	Lyons, Wayne Co.....	May 7, 1840	.....
231	Lyons Union School	Lyons, Wayne Co.....	April 16, 1825	.....

237	Marion Collegiate Institute.....	Marion, Wayne Co. ....	.....	July 6, 1856	
238	Marshall Seminary of Easton.....	Easton, Washington Co. ....	.....	Dec. 1, 1863	
239	Mayville Academy.....	Mayville, Chautauque Co.	April 24, 1834	Feb. 5, 1839	
240	Mechanville Academy.....	Mechanville, Saratoga Co. ....	.....	July 11, 1861	
241	Medina Academy.....	Medina, Orleans Co.	April 10, 1850	April 25, 1851	
242	Mendon Academy*.....	Mendon, Monroe Co.	April 20, 1836	Feb. 5, 1839	
243	Mexico Academy.....	Mexico, Oswego Co.	April 13, 1826	Feb. 26, 1828	Name changed from Rensselaer Oswego Academy, May 14, 1846.
244	Middlebury Academy.....	Wyoming, Wyoming Co. ....	.....	Jan. 26, 1819	
245	Millville Academy*.....	Millville, Orleans Co.	April 25, 1840	Feb. 16, 1841	
246	Monroe Academy.....	Henrietta, Monroe Co. ....	.....	July 2, 1827	
247	Monroe Academy.....	Henrietta, Monroe Co. ....	.....	Feb. 7, 1843	
248	Montgomery Academy.....	Montgomery, Orange Co. ....	.....	Jan. 21, 1791	
249	Monticello Academy*.....	Monticello, Sullivan Co. ....	.....	April 1, 1852	
250	Monticello Academy.....	Monticello, Sullivan Co.	May 1, 1865	.....
251	Moravia Institute.....	Moravia, Cayuga Co. ....	.....	Jan. 23, 1840	
252	Moriah Academy*.....	Moriah, Essex Co. ....	.....	Feb. 16, 1841	
253	Mount Morris Union School.....	Mount Morris, Livingston Co. ....	.....	Jan. 13, 1859	
254	Mount Pleasant Academy*.....	Mt. Pleasant, Westchester Co.	March 24, 1820	.....
255	Mount Pleasant Academy.....	Mt. Pleasant, Westchester Co. ....	.....	March 27, 1827	
256	Mount Pleasant Female Seminary*.....	Sing Sing, Westchester Co. ....	.....	May 10, 1836	Name changed to Munro Collegiate Institute, April 12, 1855.
257	Munro Academy†.....	Elbridge, Onondaga Co. ....	.....	April 23, 1839	Name changed from Munro Academy, April 12, 1856.
258	Munro Collegiate Institute.....	Elbridge, Onondaga Co. ....	.....	April 23, 1839	
259	Naples Academy.....	Naples, Ontario Co. ....	.....	March 10, 1859	
260	Nassau Academy*.....	Nassau, Rensselaer Co.	May 11, 1835	.....
261	Nassau Academy.....	Nassau, Rensselaer Co. ....	.....	Jan. 9, 1868	
262	Newark Union Free School.....	Newark, Wayne Co. ....	.....	Feb. 5, 1863	Organized under ch. 433, Laws of 1863.
263	New Berlin Academy.....	New Berlin, Chenango Co. ....	.....	Feb. 13, 1844	
264	Newburgh Academy*.....	Newburgh, Orange Co. ....	.....	March 3, 1806	
265	New Paltz Academy*.....	New Paltz, Ulster Co. ....	.....	April 29, 1836	
266	New Paltz Academy.....	New Paltz, Ulster Co.	April 12, 1833	Oct. 11, 1845	
267	New Rochelle Academy*.....	New Rochelle, Westchester Co.	April 13, 1826	.....

* Not reported to the Regents, and regarded as extinct.

† Name obsolete.

SCHEDULE No. 1—Continued.

Number.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
268	Newtown Female Academy*	Newtown, Queens Co.	March 15, 1822	.....
269	New Woodstock Academy*	Cazenovia, Madison Co.	May 2, 1834	.....
270	New York Central Academy	McGraville, Cortland Co.	.....	May 4, 1864	Acad. departm't of Union School.
271	New York Conference Seminary*	Charlotteville, Schoharie Co.	.....	Oct. 26, 1850	
272	New York Conf. Sem. and Collegiate Instit'te	Charlotteville, Schoharie Co.	.....	March 5, 1837	Merged in College of the City of New York, 1866.
273	New York Free Academy†	New York city	May 7, 1847	Oct. 31, 1849	
274	New York High School*	New York city	April 4, 1825	.....	See chap. 170, Laws of 1830.
275	New York Institution for the Deaf and Dumb.	New York city	April 15, 1817	April 15, 1830	Conducted as a library, but autho- rized to give instruction.
276	New York Law Institution	New York city	Feb. 22, 1830	.....	No place named in charter.
277	New York State Agricultural School*	.....	May 4, 1844	.....
278	North Granville Female Seminary*	North Granville, Wash. Co.	.....	Feb. 10, 1854	
279	North Granville Ladies' Seminary	North Granville, Wash. Co.	.....	Dec. 2, 1862	
280	North Hebron Institute	North Hebron, Wash. Co.	.....	March 17, 1854	
281	North Salem Academy*	North Salem, Westchester Co.	.....	Feb. 19, 1790	
282	Norwich Academy	Norwich, Chenango Co.	.....	Feb. 14, 1843	
283	Norwich Union Seminary*	Norwich, Chenango Co.	March 16, 1837	.....
284	Nunda Academy	Nunda, Livingston Co.	.....	Jan. 9, 1868	
285	Nunda Literary Institute*	Nunda, Livingston Co.	.....	Jan. 30, 1845	
286	Ogdensburgh Academy†	Ogdensburgh, St. Lawrence Co.	April 20, 1835	Feb. 5, 1839	Merged in Ogdensburgh Educa- tional Institute.
287	Ogdensburgh Educational Institute	Ogdensburgh, St. Lawrence Co.	April 20, 1835	Feb. 5, 1839	See act of April 13, 1857.
288	Olean Academy Association†	Olean, Cattaraugus Co.	.....	April 11, 1933	Name changed to Olean Academy, June 3, 1853.
289	Olean Academy	Olean, Cattaraugus Co.	.....	April 11, 1853	Name changed from Olean Aca- demy Association, June 3, 1853.
290	Oneida Conference Seminary	Cazenovia, Madison Co.	April 6, 1826	Jan. 29, 1829	Name ch'ng'd f'm Sem. of the Gen- eral & Oneida Conf., May 8, '35.
291	Oneida Institute of Science and Industry	Whitesboro', Oneida Co.	.....	.....

293	Onondaga Academy	Onondaga Valley, Onondaga Co.	April 14, 1825	April 10, 1813	Organized under ch. 433, Laws of 1853.
294	Ontario Female Seminary	Canadagua, Ontario Co.	Jan. 26, 1828	Jan. 26, 1828	
295	Ontario High School	Ontario Co.	April 6, 1830	Feb. 6, 1851	
296	Orleans Academy	Orleans Co.	April 26, 1813	Jan. 13, 1859	
297	Oswegatchie Academy	Ogdensburg, St. Lawrence Co.	April 25, 1833	Feb. 8, 1796	
298	Oswego Academy	West Oswego, Oswego Co.	April 25, 1833	Jan. 26, 1830	Organized under ch. 433, Laws of 1853.
299	Oswego High School	Oswego, Oswego Co.	April 25, 1833	April 16, 1828	
300	Otsego Academy	Cooperstown, Otsego Co.	April 13, 1826	Jan. 27, 1794	
301	Ovid Academy	Ovid, Seneca Co.	April 13, 1826	March 15, 1803	
302	Owego Academy	Owego, Tioga Co.	April 13, 1826	Jan. 11, 1855	
303	Oxford Academy	Oxford, Chennango Co.	Jan. 10, 1861	Organized under ch. 433, Laws of 1853.
304	Oyster Bay Academy	Oyster Bay, Queens Co.	.....	.....
305	Packer Collegiate Institute	Brooklyn, Kings Co.	March 19, 1853	.....
306	Palatine Bridge Union Free School	Palatine Bridge, Montg'y Co.	March 19, 1853	.....
307	Palmyra Academy	Palmyra, Wayne Co.	April 11, 1842	.....
308	Palmyra High School	Palmyra, Wayne Co.	March 28, 1829	July 2, 1833	Name changed to Evans Academy Dec. 1, 1864.
309	Palmyra Classical Union School	Palmyra, Wayne Co.	April 7, 1857	Jan. 14, 1858	
310	Parma Institute	Parma, Monroe Co.	.....	March 10, 1859
311	Peekskill Academy	Peekskill, Westchester Co.	April 16, 1838	Feb. 5, 1839	
312	Pembroke and Darien Classical School	Pembroke, Darien, Genesee Co.	April 6, 1838	.....
313	Penfield Seminary	Penfield, Monroe Co.	Oct. 8, 1857	Name changed from Genesee Conference Seminary, Oct. 13, '59. See chap. 810, Laws of 1867.
314	Penn Yan Academy	Penn Yan, Yates Co.	.....	Jan. 13, 1860
315	Perry Academy	Perry, Wyoming Co.	.....	April 7, 1854
316	Perry Center Institute	Perry Center, Wyoming Co.	.....	Jan. 31, 1843
317	Peterboro' Academy†	Peterboro', Madison Co.	.....	Jan. 28, 1853
318	Phelps Union and Classical School	Phelps, Ontario Co.	April 19, 1855	Jan. 12, 1857	Organized under chap. 433, Laws of 1853.
319	Phippa Union Seminary	Albion, Orleans Co.	.....	Feb. 11, 1840
320	Piermont Academy	Piermont, Rockland Co.	.....	March 15, 1842
321	Pike Seminary	Pike, Wyoming Co.	.....	Feb. 1, 1856
322	Plattsburgh Academy	Plattsburgh, Clinton Co.	April 21, 1828	March 4, 1829	
323	Pompey Academy	Pompey, Onondaga Co.	March 11, 1811	Organized under chap. 433, Laws of 1853.
324	Port Byron Free School and Academy	Port Byron, Cayuga Co.	April 7, 1857	Jan. 30, 1860	
325	Port Jarvis Union Free School	Port Jarvis, Orange Co.	.....	Jan. 9, 1868
326	Poughkeepsie Collegiate School*	Poughkeepsie, Dutchess Co.	May 26, 1836	Feb. 5, 1839	

† Name obsolete.

* Not reporting to the Regents, and regarded as extinct.

SCHEDULE No. 1—Continued.

Number.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
327	Poughkeepsie Female Academy	Poughkeepsie, Dutchess Co.....	May 10, 1836	Feb. 23, 1837	
328	Poughkeepsie Female Seminary*	Poughkeepsie, Dutchess Co.....	March 19, 1834	Jan. 30, 1850	
329	Prattville Academy*	Prattville, Greene Co.....	.....	.....
330	Preble High School*	Preble, Cortland Co.....	April 24, 1834	.....
331	Princeton Academy*	Princeton, Schenectady Co.....	.....	Oct. 20, 1853	
332	Prospect Academy	Prospect, Oneida Co.....	.....	Jan. 24, 1851	
333	Pulaski Academy	Pulaski, Oswego Co.....	June 4, 1853	July 6, 1855	Again received under visitation, January 14, 1858.
334	Randolph Academy Association†	Randolph, Cattaraugus Co.....	.....	Jan. 24, 1851	Name changed to Chamberlain Institute, April 11, 1866.
335	Raymond Collegiate Institute*	Carmel, Putnam Co.....	.....	March 30, 1859	Property now owned by the Drew Fem.Sem., a private institution. Property sold on mortgage, 1866.
336	Red Creek Union Academy*	Red Creek, Wayne Co.....	March 27, 1839	Feb. 5, 1846	
337	Red Creek Union Seminary	Red Creek, Wayne Co.....	.....	Jan. 10, 1867	
338	Redhook Academy*	Redhook, Dutchess Co.....	April 23, 1823	Feb. 23, 1829	
339	Rensselaer Oswego Academy†	Mexico, Oswego Co.....	April 13, 1826	Jan. 4, 1853	Name changed to Mexico Academy, May 14, 1845.
340	Rensselaer Polytechnic Institute	Troy, Rensselaer Co.....	May 8, 1837	Feb. 5, 1846	
341	Rensselaerville Academy	Rensselaerville, Albany Co.....	.....	Jan. 30, 1845	
342	Rhinebeck Academy*	Rhinebeck, Dutchess Co.....	.....	Feb. 23, 1841	
343	Richburgh Academy	Richburgh, Allegany Co.....	.....	April 12, 1850	
344	Richmondville Union Sem'y & Fem. Col.Inst.*	Richmondville, Schoharie Co.....	.....	Feb. 10, 1854	
345	Ridgebury Academy*	Ministuk, Orange Co.....	.....	Feb. 11, 1840	
346	Riga Academy*	Riga, Monroe Co.....	April 30, 1839	May 11, 1846	
347	Riverdale Institute	Vincent, Westchester Co.....	.....	April 10, 1842	

323	Rochester High School (No. 1)†	Rochester, Monroe Co	March 15, 1827	April 19, 1831	Merged in Rochester Collegiate Institute No. 1. Same as Rochester Free Academy.
324	Rochester High School (No. 2)†	Rochester, Monroe Co	April 8, 1861	July 3, 1862	
325	Rochester Institute of General Education*	Rochester, Monroe Co	April 19, 1828	.....
326	Rochester Institute of Practical Education*	Rochester, Monroe Co	April 14, 1832	.....
327	Rockland County Female Institute	Nyack on Hudson, Rockland Co.	.....	Oct. 12, 1856	
328	Rogersville Union Seminary	Rogersville, Steuben Co.	.....	Jan. 28, 1853	
329	Rome Academy	Rome, Oneida Co.	.....	March 15, 1849	
330	Royalton Center Academy*	Royalton, Niagara Co.	April 28, 1835	.....
331	Rural Academy*	Montgomery, Orange Co.	April 9, 1839	.....	Not organized.
332	Rural Seminary	East Pembroke, Genesee Co.	.....	April 1, 1852	
333	Rush Aca. of the Meth. Ep'pal Zion Connection	Twelfth Township, Essex Co.	.....	April 17, 1856	
334	Rushford Academy	Rushford, Allegany Co.	.....	Dec. 1, 1864	
335	Rutger's Female Institute†	New York City	April 10, 1838	March 4, 1852	Acad. Dept. of Union School. Merged in Rutgers Female College, 1867.
336	Rye Academy*	Rye, Westchester Co.	.....	Jan. 23, 1840	
337	Sag Harbor Institute*	Sag Harbor, Suffolk Co.	April 13, 1836	.....
338	St. Joseph's A. & Ind'l Fem. School of Lockport	Lockport, Niagara Co.	.....	Jan. 20, 1848	
339	St. Lawrence Academy	Potsdam, St. Lawrence Co.	Feb. 19, 1866	.....
340	St. Mary's Aca. & Fem. Indu'l School of Buffalo	Buffalo, Erie Co.	April 29, 1863	March 25, 1816	Under supervision of Common Council of Buffalo.
341	Sand Lake Academy*	Sand Lake, Rensselaer Co.	.....	.....
342	Sandy Hill Academy*	Sandy Hill, Washington Co.	May 26, 1836	Feb. 19, 1846	
343	Sane Sonoi Seminary	Ballston, Saratoga Co.	.....	Dec. 1, 1864	
344	Saratoga Academy and Scientific Institute*	Saratoga Springs, Saratoga Co.	April 28, 1835	.....
345	Saratoga Springs Union Free School	Saratoga Springs, Saratoga Co.	.....	Jan. 9, 1868	
346	Saugerties Academy*	Saugerties, Ulster Co.	.....	.....
347	Saugerties Academy	Saugerties, Ulster Co.	.....	April 7, 1854	
348	Schoharie Seminary*	Schoharie, Schoharie Co.	.....	April 6, 1849	
349	Schaghticoke Seminary*	Schaghticoke, Rensselaer Co.	May 4, 1836	.....
350	Schenectady Academy*	Schenectady, Schenectady Co.	.....	Jan. 29, 1793	Merged into Union College, 1795. Charter revived by acts of April 17, 1818, and April 25, 1831.
351	Schenectady Lyceum and Academy*	Schenectady, Schenectady Co.	March 21, 1837	.....
352	Schenectady Union School	Schenectady, Schenectady Co.	April 9, 1856	Feb. 5, 1839	
353	Schenectady Young Ladies' Seminary*	Schenectady, Schenectady Co.	March 22, 1837	.....
354	Schoharie Academy	Schoharie, Schoharie Co.	April 28, 1837	.....
355	Schuylerville Academy*	Schuylerville, Saratoga Co.	.....	Jan. 23, 1840	
356	Scientific and Mil'y Aca. of the Western Dist.	Whitesboro', Oneida Co.	April 17, 1826	Jan. 9, 1829	[Oneida Conf., March 24, 1829. Name changed to Sem. of Genesee & Oneida, 1831.]
357	Seminary of the Genesee Conference†	Cazenovia, Madison Co.	April 6, 1825	Jan. 29, 1828	

* Not reported to the Regents, and regarded as extinct.

† Name obsolete.

SCHEDULE No. 1—Continued.

Number.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received under visitation.	Remarks.
388	Sem. of the Genesee and Oneida Conference†.	Cazenovia, Madison Co.....	April 6, 1825	Jan. 29, 1828	Name changed to Oneida Conference Seminary, May 8, 1835.
389	Seminary of Our Lady of Angels	—, Niagara Co.....	April 20, 1863	.....	.....
390	Seneca Falls Academy	Seneca Falls, Seneca Co.....	April 27, 1837	Feb. 5, 1839	.....
391	Seward Female Seminary of Rochester*	Rochester, Monroe Co	April 5, 1839	Feb. 11, 1840	.....
392	Sherburne Union Academy*	Sherburne, Chenango Co .....	.....	Jan. 23, 1840	.....
393	Skaneateles Seminary*	Skaneateles, Onondaga Co....	April 14, 1829	.....	.....
394	Sodus Academy	Sodus, Wayne Co.....	.....	Jan. 11, 1855	.....
395	Southold Academy*	Southold, Suffolk Co.....	April 21, 1837	.....	.....
396	Spencertown Academy	Spencertown, Columbia Co....	May 13, 1845	Dec. 3, 1847	.....
397	Spring Mills Academy	Spring Mills, Allegany Co....	.....	April 8, 1861	.....
398	Springville Academy	Springville, Erie Co.....	March 19, 1827	Jan. 26, 1830	Name changed by Legislature to Griffith Institute, March 16, 1866; by the Regents to Griffith Academy, March 2, 1866.
399	S. S. Seward Institute	Florida, Orange Co.....	May 7, 1847	Feb. 4, 1848	.....
400	Starkey Seminary	Starkey, Yates Co.....	.....	Feb. 25, 1848	.....
401	Steuben Academy*	Steuben, Oneida Co.....	April 17, 1826	Jan. 29, 1828	.....
402	Stillwater Academy*	Stillwater, Saratoga Co.....	.....	Jan. 29, 1839	.....
403	Stillwater Seminary*	Stillwater, Saratoga Co.....	.....	Feb. 25, 1848	.....
404	Sullivan County Academy*	Bloomington, Sullivan Co....	April 5, 1828	March 31, 1831	.....
405	Susquehanna Seminary*	Binghamton, Broome Co.....	.....	April 7, 1854	.....
406	Syracuse Academy*	Syracuse, Onondaga Co.....	April 28, 1835	Feb. 5, 1839	Property sold on mortgage, 1802.
407	Syracuse High School	Syracuse, Onondaga Co .....	.....	Jan. 9, 1862	.....
408	Ten Broeck Free Academy*	Franklinville, Cattaraugus Co..	April 19, 1862	Ap. 19, '62, act of	See ch. 162, Laws of 1868.
409	Tionderoga Academy*	Tionderoga, Essex Co.....	April 17, 1857	April 8, 1858	Conducted as private school.
410	Tracy Female Institute	Rochester, Monroe Co.....	.....	.....	.....
411	Troupsburg Academy	Troupsburg, Steuben Co.....	.....	Oct. 17, 1861	.....
412	Troy Academy	Troy, Rensselaer Co.....	May 5, 1834	Feb. 5, 1839	.....
413	Troy Episcopal Institute*	Troy, Rensselaer Co.....	April 13, 1839
414	Troy Female Seminary	Troy, Rensselaer Co.....	May 6, 1837	Jan. 30, 1838

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Year	Union Academy*	County	Charter	Expiry	Notes
421	Union Academy*	Granger, Allegany Co.	Jan. 11, 1855		Name changed from Union Literary Society, October 13, 1859.
422	Union Academy of Belleville	Belleville, Jefferson Co.	Jan. 5, 1830		Name changed to Union Academy of Belleville, October 13, 1859.
423	Union Hall.	Jamaica, Queens Co.	Feb. 29, 1792		
424	Union Literary Society†	Belleville, Jefferson Co.	Jan. 5, 1830		
425	Union Village Academy.	Union Village, Washington Co.	Jan. 25, 1840		Made one of the common schools of the city, by act of May 26, 1853, but still subject to the Regents.
426	Utica Academy.	Utica, Oneida Co.	March 14, 1814		
427	Utica Female Academy.	Utica, Oneida Co.	April 28, 1837	Feb. 5, 1839	
428	Vernon Academy.	Vernon, Oneida Co.	April 19, 1838	Feb. 5, 1839	
429	Victory Academy*	Victory, Cayuga County	May 21, 1836		
430	Wallabout Select Grammar School of the 7th Ward, City of Brooklyn*	Brooklyn, Kings Co.	May 4, 1839		
431	Walkhill Academy.	Walkhill, Orange Co.	May 26, 1841		
432	Walton Academy.	Walton, Delaware Co.	Feb. 13, 1842		
433	Walworth Academy.	Walworth, Wayne Co.	Feb. 10, 1854		
434	Warnersville Union Sem. and Female Instit.*	Warnersville, Schoharie Co.	April 19, 1843		
435	Warrensburgh Academy.	Warrensburgh, Warren Co.	Jan. 27, 1854		
436	Warsaw Union School.	Warsaw, Wyoming Co.	May 4, 1860		Organized under ch. 433, Laws of 1858.
437	Warwick Institute.	Warwick, Orange Co.	Jan. 11, 1855		
438	Washington Academy.	Salem, Washington Co.	March 17, 1854		
439	Washington Academy*.	Warwick, Orange Co.	Feb. 15, 1791		
440	Washington Co. Sem. and Collegiate Institute†	Fort Edward, Washington Co.	March 25, 1811		Name changed to Fort Edward Collegiate Institute, Jan. 13, 1865.
441	Waterford Academy*.	Waterford, Saratoga Co.	July 6, 1854		
442	Waterford Female Academy*.	Waterford, Saratoga Co.	Feb. 6, 1839		
443	Watertown Academy*.	Watertown, Seneca Co.	March 19, 1819		
444	Watertown Union School.	Watertown, Seneca Co.	Aug. 23, 1842		
445	Watertown Academy*.	Watertown, Seneca Co.	April 10, 1855		
446	Watertown High School.	Watertown, Jefferson Co.	May 2, 1835		Charter repealed Feb. 19, 1841. Organ. under ch. 520, Laws of 1865.

* Name obsolete.

* Not reporting to the Regents, and regarded as extinct.

SCHEDULE No. 1--Continued.

No. in Index.	NAME.	Location.	Incorporated by Legislature.	Incorporated by Regents, or received un- der visitation.	Remarks.
447	Watkins Academy	Watkins, Schuyler Co	Jan. 13, 1860	Name changed to Wayne and Onta- rio Col. Inst., Jan. 13, 1860.
448	Waverly Institute	Waverly, Tioga Co .....	.....	Jan. 21, 1858
449	Wayne County Collegiate Institute*	Newark, Wayne Co .....	.....	July 6, 1855
450	Wayne and Ontario Collegiate Institute†	Newark, Wayne Co	July 5, 1855	Name changed from Wayne county Collegiate Inst., Jan. 13, 1860.
451	Webster Academy	Webster, Monroe Co	April 17, 1856	Organised under chap. 555, Laws of 1864.
452	Westport Academy*	Westport, Cayuga Co	April 18, 1838	.....
453	Westfield Academy	Westfield, Chautauque Co	May 5, 1837	Feb. 5, 1839	
454	West Hebron Classical School*	West Hebron, Washington Co .....	.....	March 22, 1855
455	Westport Union Free School	Westport, Essex Co .....	.....	Jan. 10, 1867
456	West Town Academy*	Westtown, Orange Co	April 18, 1839	Jan. 30, 1840	Organised under chap. 555, Laws of 1864.
457	West Winfield Academy	West Winfield, Herkimer Co .....	.....	Feb. 14, 1851
458	Whitehall Academy*	Whitehall, Washington Co	April 20, 1839	.....
459	Whitehall Academy	Whitehall, Washington Co .....	.....	Oct. 27, 1848
460	White Plains Academy	White Plains, Westchester Co	April 19, 1828	Jan. 26, 1830	
461	Whitesboro' Academy	Whitesboro', Oneida Co .....	.....	March 23, 1813
462	Whitestown Seminary	Whitestown, Oneida Co .....	.....	March 27, 1845
463	Whitney's Point Union Free School	Whitney's Point, Broome Co .....	.....	Jan. 9, 1868
464	Williamsville Academy	Williamsville, Erie Co .....	.....	Jan. 10, 1867
465	Wilson Collegiate Institute	Wilson, Niagara Co .....	.....	Feb. 19, 1844
466	Windor Academy*	Windor, Broome Co	May 16, 1837	Name obsolete.
467	Windor Academy	Windor, Broome Co .....	.....	March 15, 1849
468	Woodhull Academy	Woodhull, Steuben Co .....	.....	Jan. 9, 1868
469	Wymanock Female Seminary	New Lebanon, Columbia Co	April 13, 1865	.....
470	Yates Academy	Yates, Orleans Co .....	.....	Aug. 28, 1842
471	Yates County Acad. and Female Seminary*	Penn Yan, Yates Co	April 17, 1838	Jan. 25, 1830	
472	Yates Polytechnic Institute	Chittenango, Madison Co .....	.....	April 11, 1853

* Not reporting to the Regents, and regarded as extinct.

† Name obsolete.

Extinct.

Incorporated by Regents.....	61
Incorporated by Legislature.....	104
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	165
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[A number of other academies, incorporated by the Legislature, have never been received under the visitation of the Regents, and they have no direct means of determining whether they are extinct or not. The number actually reported to the Regents in each year, is a little more than two hundred.]

SCHEDULE No. 2.

Being an alphabetical catalogue of the academies reporting in 1867, for the academic year ending between the 20th of June and 15th of September of said year, with the town or village in which they are situated, the names of the Principal and officers of the Board of Trustees in each, the number and quorum of the board, and the date of the close of the academic year, as fixed by the trustees of each academy.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of trustees.	Quorum.	Academic year ends.
1	Academy at Little Falls, Little Falls, Herkimer county.....	Levi D. Miller, A. M., Graduate Hamilton College.....	President, N. S. Benton..... Treasurer, A. G. Story..... Secretary, James Hart.....	12	7	July 19
2	Academy of Dutchess county, Poughkeepsie, Dutchess county.....	Stewart Pelham.....	President, Thomas L. Davies..... Treasurer, Le Grand Dodge..... Secretary, Charles W. Swift.....	15	7	June 28
3	•Addison Academy, Addison, Steuben county.	Frances M. Hyde, Elmira Female College.....	President, George Farnham..... Treasurer, C. H. Henderson..... Secretary, W. A. Smith.....	.....	.....	July 20
4	Albany Academy, Albany, Albany county....	James Weir Mason, A. M., Graduate New York Free Academy.....	President, Peter Gausevoort..... Treasurer, John W. Ford..... Secretary, James W. Mason.....	16	5	Sept. 1
5	•Albany Female Academy, Albany, Albany county.....	Eben S. Stearns, A. M., Graduate Harvard College.....	President, Amasa J. Parker, LL. D..... Treasurer, and Secretary, Eben S. Stearns.....	.....	.....	June 2
6	•Albany Female Seminary, Albany, Albany county.....	Henry D. Burlingame, A. M., Graduate Union College.....	President, Emanuel Labischner..... Treasurer, Rev. J. M. Garfield, D.D. Secretary, S. W. Rosendale.....	13	5	July 31
7	Albion Academy, Albion, Orleans county....	O. Murchouse, A. M.....	President, V. V. Bullock..... Treasurer, Orson Nicholson..... Secretary, Lemuel C. Paine.....	2	7	Aug. 5
8	Alfred Academy, Alfred, Allegany county...	Jonathan Allen, A. M., Graduate Oberlin College.....	President, Benjamin F. Langworthy Treasurer, Eliza Potter..... Secretary, Oliver P. Sherman.....	33	11	July 3
9	Ames Academy, Ames, Montgomery county..	Edwin Evans.....	President, S. H. Hodge..... Treasurer and Secretary, A. Lehman.....	2	7	July 15

12	Antwerp Liberal Literary Institute, Antwerp, Jefferson county	J. Winslow, A. M.	College	Secretary, Charles Horton	12	7	Aug. 2
13	ArCADE Academy, Arcade, Wyoming county..	William M. Denson, A. M., Graduate Gen-see College	William McLaren	President, G. S. Savins	13	7	July 31
14	Argyle Academy, Argyle, Washington co.	William McLaren	William McLaren	Treasurer, Luther H. Bailey	15	7	Aug. 1
15	Attica Union School, Attica, Wyoming co.	Julietta Cooley	Julietta Cooley	Secretary, John D. Ellis	9	5	July 12
16	Auburn Academic High School, Auburn, Cay-uga county	Warren Higley, A. M., Graduate Hamilton College	Warren Higley, A. M., Graduate Hamilton College	President, Luther Cummings.....	10	6	July 30
17	Augusta Academy, Augusta, Oneida county..	Fanny M. Kellogg.....	Fanny M. Kellogg.....	Treasurer, Henry Spann.....	18	10	Aug. 31
18	Aurora Academy, East Aurora, Erie county..	Chas. W. Merritt, Grad. Hamilton College ..	Chas. W. Merritt, Grad. Hamilton College ..	Secretary, E. Brinard.....	13	7	June 28
19	Baldwinsville Academy, Baldwinsville, Onon-daga county	W. A. Welch, Graduate State Normal School.	W. A. Welch, Graduate State Normal School.	President, Rev. B. F. Willoughby.....	6	4	July 3
20	Batavia Union School, Batavia, Genesee co.	N. F. Wright, A. M., Graduate Middlebury College	N. F. Wright, A. M., Graduate Middlebury College	Treasurer, William M. Hawley	6	4	June 27
21	Binghamton Academy, Binghamton, Broome county	George Jackson, A. M., Grad. Union College.	George Jackson, A. M., Grad. Union College.	President, Aaron Riley	6	4	July 31
22	Brookfield Academy, Brookfield, Madison co.	Edwin Whitford.....	Edwin Whitford.....	Treasurer, J. P. Bartlett.....	12	7	July 25

• No report in 1867; officers given as last reported.

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
23	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, Kings county.....	David H. Cochran, Ph. D., Graduate Hamilton College	President, Isaac H. Frothingham .. Treasurer, Charles S. Baylis..... Secretary, Josiah O. Low	17	7	June 30
24	Buffalo Central School, Buffalo, Erie county..	R. T. Spencer.....	President, John S. Fosdick .....	.....	.....	June 28
25	Buffalo Female Academy, Buffalo, Erie co...	Rev. A. T. Chester, D. D., Graduate Union College	Treasurer, City Treasurer..... Secretary, ———— President, Hon. N. K. Hall	15	7	Sept. 1
26	Cambridge Washington Academy, Cambridge, Washington county.....	William S. Aumock, A. M., Graduate Western Reserve College	Secretary, Rev. A. T. Chester, D. D. Treasurer, John M. Stevenson.....	12	7	July 16
27	Canajoharie Academy, Canajoharie, Montgomery county.....	R. L. Thatcher, A. M., Graduate Madison University	Treasurer, H. Carpenter. Secretary, Rev. Chas. H. Taylor.....	.....	.....	Aug. 31
28	Canandaigua Academy, Canandaigua, Ontario county	Noah T. Clarke, A. M.	President, David Spraker..... Treasurer and Secretary, James H. Cook.....	19	5	July 5
29	Canton Academy, Canton, St. Lawrence co...	William A. Ely, Graduate Trinity College....	President, Oliver Phelps..... Treasurer, Thomas M. Howell..... Secretary, Alexander M. Howell.....	12	7	June 26
30	Cary Collegiate Seminary, Oakfield, Genesee county.....	Rev. James R. Cog.	President, Darius Clark, M. D..... Treasurer, D. M. Jones.....	13	7	June 30
31	Catskill Free Academy, Catskill, Greene co...	S. B. Howe, A. B., Graduate Union College..	Secretary, W. P. Brown..... Treasurer, Hon. Trumbull Cary	21	7	July 20
32	Cayuga Lake Academy, Aurora Cayuga Co...	J. W. Stephens, A. M., Graduate La Fayette College.....	Secretary, James R. Cog. President, D. K. Olney..... Treasurer, H. K. Hill	9	5	Aug. 15
			Secretary, Charles Cornwall..... President, Edwin B. Morgan..... Treasurer and Secretary, Rev. Wm. W. Howard.....	9	5	

33	Chamberlain Institute, Randolph, Catteraugus county.....	Erastus Crosby, A. B., Graduate Tuft's College.....	13	7	July 1
34	Champlain Academy, Champlain, Clinton co.	E. F. Toof, A. M., Graduate University of Vermont.....	2	7	July 17
35	Chester Academy, Chester, Orange county...	Arthur Phinney, Graduate Yale College.....	7	7	Aug. 25
36	Cincinnati Academy, Cincinnati, Cortland county.....	Ambrose Blunt, A. B., Graduate Wesleyan University.....	18	7	July 1
37	Clarence Academy, Clarence, Erie county....	John D. Hammond, A. B., Graduate Alleghany College.....	16	7	Aug. 13
38	Claverack Academy and Hudson River Institute, Claverack, Columbia county.....	Rev. Alonso Flack, A. M., Graduate Union College.....	13	7	Sept. 15
39	Clinton Academy, East Hampton, Suffolk co..	C. S. Joslyn, A. M., Graduate Williams College.....	5	3	June 26
40	Clinton Grammar School, Clinton, Oneida co.	John C. Gallup, Graduate Williams College..	12	7	Sept. 1
41	Clinton Liberal Institute, Clinton, Oneida co.	Edward E. Spalding, A. B., Graduate Tufts' College.....	8	2	July 3
42	Corning Free Academy, Corning, Steuben co.	Edwin Wildman, A. M., Graduate of Union College.....	24	7	July 31
43	Cortland Academy, Homer, Cortland county..	Edward P. Nichols, A. M., Graduate Williams College.....	24	7	June 30
44	Cortlandville Academy, Cortlandville, Cortland county.....	H. M. Dodd, A. M., Graduate Hamilton College.....	16	7	July 12
45	Coxsackie Academy, Coxsackie, Greene co....	Hugh R. Jolley.....	18	7	June 18
46	Danville Seminary, Danville, Livingston co..	J. H. Crumb, A. M., Graduate Oberlin College.....	13	7	July 1
		President, Benjamin Chamberlain.....			
		Treasurer, Erastus S. Ingersoll.....			
		Secretary, Charles R. Dean.....			
		President, James M. Burroughs.....			
		Treasurer and Secretary, Chas. E. Everest.....			
		President, Strong G. Satterly.....			
		Treasurer, William B. King.....			
		Secretary, David K. Feagles.....			
		President, B. F. Tillinghast.....			
		Treasurer, John Kingman.....			
		Secretary, Henry Knickerbocker.....			
		President, Orasmus Warren.....			
		Treasurer, H. B. Ransom.....			
		Secretary, Henry K. Vantine.....			
		President, Peter Hoffman.....			
		Treasurer and Secretary, Frederick N. Mesick.....			
		President, D. H. Hunting.....			
		Treasurer and Secretary, John C. Hedges.....			
		President, O. S. Williams.....			
		Treasurer and Secretary, Edward North.....			
		President, D. Skinner.....			
		Treasurer, Edwin J. Stebbins.....			
		Secretary, W. Pierce Payne.....			
		President, Hiram Pritchard.....			
		Treasurer, J. N. Hungerford.....			
		Secretary, P. J. Farrington.....			
		President, Jedediah Barber.....			
		Treasurer, William T. Hickok.....			
		Secretary, Horatio Ballard.....			
		Treasurer, Edwin P. Slafter.....			
		Secretary, DeWitt C. McGraw.....			
		President, O. Lampman.....			
		Treasurer and Secretary, Sidney A. Dwight.....			
		President, I. L. Endress.....			
		Treasurer, F. B. Grant.....			
		Secretary, C. Shepard.....			

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
47	Deaf and Dumb Institution, New York, New York	Harvey P. Peet, LL. D.	President, Benj. R. Winthrop	25	....	Sept. 5
			Treasurer, Joseph W. Patterson .....	....	....
48	Delaware Academy, Delhi, Delaware county.	Rev. Silas Fitch, Grad. Wesleyan University.	Secretary, Andrew Warner	12	7	June 21
			President, Anthony M. Paine .....	....	....
49	Delaware Literary Institute, Franklin, Delaware county	G. W. Jones, A. M., Graduate Yale College.	Treasurer, Charles Marvin .....	....	....
			Secretary, Walter H. Griswold .....	....	....
50	Deposit Academy, Deposit, Broome county ..	C. W. Gray, Graduate Amherst College	President, Harvey Mann	22	9	Aug. 1
			Treasurer, B. L. Bowers .....	....	....
51	DeRuyter Institute, DeRuyter, Madison co...	Albert Whitford, A. M., Grad. Union College	Secretary, Seymour C. Wilcox, M. D. ....	....	....
			President, A. Devereaux	15	7	July 10
52	Dundee Academy, Dundee, Yates county	Rev. Edmund Chadwick, A. M., Graduate Bowdoin College	Treasurer, Charles Knapp .....	....	....
			Secretary, Taylor More .....	....	....
53	East Bloomfield Academy, East Bloomfield, Ontario county	John C. Long, A. M., Graduate Hamilton College	President, Rev. Stephen Burdick	21	7	July 25
			Treasurer, Charles H. Maxson .....	....	....
54	East Genesee Conference Seminary, Ovid, Seneca county	Henry R. Sanford, A. M., Graduate Genesee College	Secretary, J. B. Wells .....	....	....
			President, V. T. Bronwere	24	7	July 15
55	Ellington Academy, Ellington, Chautauqua county	R. E. Post	Treasurer, Adna Sawyer .....	....	....
			Secretary, L. J. Wilkin .....	....	....
56	Elmira Free Academy, Elmira, Chemung co.	J. Dorman Steele, Grad. Genesee College	President, Harlow Munson	15	7	July 31
			Treasurer, Joshua Porter .....	....	....
57	Erasmus Hall Academy, Flatbush, Kings co...	Rev. E. T. Mack, Grad. Williams College ..	Secretary, Myron Adams .....	....	....
			President, David Decker	24	7	June 20
			Treasurer, Silas M. Kinney .....	....	....
			Secretary, James Ferguson .....	....	....
			President, J. F. Farman	12	7	Aug. 20
			Treasurer and	....	....
			Secretary, Theodore A. Case .....	....	....
			President, Erasmus L. Hart	9	5	Aug. 31
			Treasurer, W. J. Lormore .....	....	....
			Secretary, O. Robinson .....	....	....
			President, H. S. Dittmas	19	7	Sept. 1
			Treasurer, John A. Low .....	|||||	|||||	
			Secretary, J. L. Zabriskie .....	....	....

58	Evans Academy, Peterboro, Madison county .	William F. Bridge, A. M., Graduate Harvard College.....	President, Charles D. Miller.....	12	7	July 1
59	Fairfield Academy, Fairfield, Herkimer co....	J. B. Van Patten, A. M., Graduate Wesleyan University.....	Treasurer, Caleb Perkins.....	24	7	July 25
60	Valley Seminary, Fulton, Oswego county	John P. Griffin, A. M., Graduate Wesleyan University.....	President, Wm. Mather.....	9	5	July 31
61	• Farmers' Hall Academy, Goshen, Orange co.	Sanford B. Cook.....	Treasurer, J. Mather.....	13	7	Oct. 5
62	Forestville Free Academy, Forestville, Chautauqua county	Theophilus L. Griswold, Graduate Amherst College.....	Secretary, A. G. Hendrix.....	5	3	Sept. 1
63	Fort Covington Academy, Fort Covington, Franklin county	John B. Young, A. M., Graduate Middlebury College.....	Treasurer, John A. Mixer.....	9	5	Aug. 30
64	Fort Edward Collegiate Institute, Fort Edward, Washington county	Rev. Joseph E. King, D. D., Graduate Wesleyan University.....	President, James W. Kimball.....	17	7	June 20
65	Fort Plain Seminary and Female Collegiate Institute, Fort Plain, Montgomery county .	Benjamin I. Dieffendorf, A. M., Graduate Wesleyan University	Treasurer, Asabel Wing.....	15	7	July 11
66	Franklin Academy, Malone, Franklin co	J. I. Gilbert, Grad. University of Vermont..	President, Joseph E. King.....	10	6	July 15
67	Franklin Academy, Prattsburgh, Steuben co.	N. W. Ayer, A. M., Grad. Brown University.	Treasurer, Solomon Keller.....	13		June 28
68	Fredonia Academy, Fredonia, Chautauqua co.	Homer T. Fuller, A. B., Graduate Dartmouth College.....	Secretary, Alfred Carey.....	7	4	Aug. 1
69	Friends' Academy, Union Springs, Cayuga co.	Thomas W. Lamb.....	Treasurer, Samuel C. Wead.....	22	3	Sept. 13
70	Friendship Academy, Friendship, Allegany county	P. Miller, A. M., Graduate Union College ...	Secretary, S. C. F. Thorndike.....	15	7	June 30

• No report in 1867; officers given as last reported.

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
71	Genesee Valley Seminary, Belfast, Allegany county	Rev. J. Hendrick, A. M., Graduate Madison University ..	President, C. W. Saunders Treasurer, Richard Jacobs	14	7	June 26
72	Genesee Wesleyan Seminary, Lima, Livingston county	Spencer R. Fuller, A. M., Graduate Wesleyan University	President, Lewis F. Hull	18	7	July 10
73	Genesee and Wyoming Seminary, Alexander, Genesee county	J. S. Bothwell, A. M., Grad. Union College ..	President, Robert Griswold	20	7	July 16
74	Genesee Academy, Genesee, Livingston co...	Rev. John Jones, A. M., Graduate University of Pennsylvania	Treasurer, Albert D. Wilbor	16	7	July 12
75	Geneva Classical and Union School, Geneva, Ontario county	William S. Vrooman, Grad. Union College...	Secretary, D. A. Ogden	5	3	Aug. 31
76	Gilbertsville Academy and Collegiate Institute, Butternuts, Otsego county	James J. Pease, A. M., Graduate Hamilton College	President, Heman Blodgett	16	7	Aug. 1
77	Glean's Falls Academy, Glen's Falls, Warren county	Rev. J. A. Russell, A. M.	Secretary, Levi M. Button	18	7	July 3
78	Gloversville Union Seminary, Gloversville, Fulton county	R. S. Bingham, A. M., Graduate Hamilton College	Treasurer, George B. Duesinberre ..	12	7	Aug. 1
79	Gouverneur Wesleyan Seminary, Gouverneur, St. Lawrence county	Rev. George G. Dains, Graduate Wesleyan University	Secretary, D. H. Cowles	9	5	June 26
80	Grammar School of Madison University, Hamilton, Madison county	N. L. Andrews, A. M., Graduate Madison University	President, John McLaren	27	9	Aug. 1
81	Greenville Academy, Greenville, Greene co..	Alexander Reynolds	Treasurer, James B. Colgate	13	7	Aug. 3
			Treasurer, Philatus B. Spear			
			Secretary, Walter K. Brooks			
			President, Lewis Sherill			
			Treasurer and Secretary, A. N. Bentley			

OFFICERS, ETC.

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84	Halfmoon Academy, Halfmoon, Saratoga co.	Charles T. Brockway	Secretary, S. C. Reynolds. President, C. Broughton. Treasurer, C. DeForest.	12	7	July 21
85	Hartford Academy, South Hartford, Washington county.	Rev. L. W. Hallock	Secretary, Samuel Peters, M. D. President, Levi Hatch. Treasurer, Joseph Sill.	15	8	Aug. 5
86	Hartwick Seminary, Hartwick, Otsego co.	Rev. William N. Scholl, D. D.	Secretary, Grenville Ingalsbe Treasurer, Lyman Sandford.	12	7	Aug. 28
87	Holley Academy, Holley, Orleans county.	Ira Edwards, Graduate State Normal School.	Secretary, Rev. W. D. Strobel, D. D. President, H. N. Keys.	12	7	July 20
88	• Hoosick Falls Union School, Hoosick Falls, Rensselaer county.	James L. Bothwell, A. B., Graduate Union College.	Treasurer, Simon Harwood. Secretary, John Berry. President, George H. Nichols.	3	2	June 13
89	Hudson Academy, Hudson, Columbia county.	William P. Snyder.	Secretary, M. F. White. President, James Medifort. Treasurer and	13	7	July 28
90	Hungerford Collegiate Institute, Adams, Jefferson county.	Rev. J. Dunbar Houghton, A. M., Graduate Union College.	Secretary, A. McKinstry. President, Solon D. Hungerford. Treasurer, Arthur J. Brown.	21	7	July 18
91	Huntington Union School, Huntington, Suffolk county.	Joseph Gile, A. M., Grad. Dartmouth College.	Secretary, William M. Johnson. President and	6	4	July 31
92	Ithaca Academy, Ithaca, Tompkins county.	S. G. Williams, A. M., Graduate Hamilton College.	Treasurer, S. Woodhull. Secretary, S. C. Rogers. President, H. S. Walbridge.	2	7	July 20
93	Jamestown Union School and Coll. Institute, Jamestown, Chautauqua county.	Samuel G. Love, A. M., Graduate Hamilton College.	Treasurer, William Andrus. Secretary, S. H. Winton. President, Sylvester S. Cady.	7	4	Aug. 1
94	Johnstown Academy, Johnstown, Fulton co.	A. Whigam	Treasurer, Alonso Kent. Secretary, Milton Bailey. President, Jacob Burton. Treasurer, E. W. Prindle.	13	7	Aug. 1
			Secretary, John Wells			

• No report in 1867; officers given as last reported.

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
95	Jonesville Academy, Jonesville, Saratoga co.	Fenner E. King, A. M., Graduate Wesleyan University.....	President, R. R. Kennedy..... Treasurer and Secretary, Fenner E. King.....	1	1	July 10
96	Jordan Academy, Jordan, Onondaga county..	.....	President, William Porter..... Treasurer, W. C. Rodgers.....	13	7	July 31
97	Keeseville Academy, Keeseville, Essex co..	Charles R. Ballard, Grad. University of Vermont.....	Secretary, H. B. Daggett..... President, Silas Arnold..... Treasurer and Secretary, W. C. Watson, Jr.....	9	5	June 28
98	Kinderhook Academy, Kinderhook, Columbia county.....	J. B. Steele, Jr., A. M., Grad. Union College.	President, William H. Tobey..... Treasurer and Secretary, D. Van Schaack.....	12	7	Aug. 11
99	Kingston Academy, Kingston, Ulster county.	Joseph C. Wyckoff, Graduate College of New Jersey.....	President, Marius Schoonmaker..... Treasurer, Cornelius Burhans..... Secretary, C. R. Abbott.....	10	6	July 19
100	Knoxville Academy, Knoxville, Albany co....	George H. Quay, Grad. State Normal School.	President, Alexander Crounse..... Treasurer, Sylvester Sand.....	9	5	July 27
101	Lansingburgh Academy, Lansingburgh, Rensselaer county.....	Rev. Alden B. Whipple, Graduate Williams College.....	President, Rev. A. M. Beveridge..... Treasurer and Secretary, F. B. Leonard, M. D.....	12	7	July 22
102	Lawrenceville Academy, Lawrenceville, St. Lawrence county.....	Henry A. Pierce, Associate Principal..... Hiram L. Ward, A. M., Graduate Hamilton College.....	President, L. Hulburd..... Treasurer, E. M. Dana..... Secretary, T. H. Ferris.....	20	7	July 20
103	Leavenworth Institute, Wolcott, Wayne co....	A. J. Hutton, Graduate Williams College.....	President, E. N. Plank..... Treasurer, William W. Paddock.....	9	5	July 15
104	Le Roy Academic Institute, Le Roy, Genesee county.....	E. Harlow Russell.....	Secretary, Chester Dutton, A. M..... President, Chauncey L. Olmstead..... Treasurer, John R. Olmstead.....	.....	.....	July 3
105	Liberty Normal Institute, Liberty, Sullivan county.....	Thomas Robinson, Grad. State Normal School.	Secretary, Lucius N. Bangs..... President, John D. Watkins.....	1	1	July 8

107	Lowville Academy, Lowville, Lewis county...	E. Barton Wood, A. M., Graduate Hamilton College.....	Treasurer, E. V. Lewis.....	15	7 July 31
108	Lyons Union School, Lyons, Wayne county...	Alexander D. Adams, Grad. Hobart College..	Secretary, James Atwater..... President, L. Leonard..... Treasurer, John Doig.....	3	2 July 6
109	Macedon Academy, Macedon Centre, Wayne county.....	Gardner Fuller, A. M., Graduate Wesleyan University.....	Secretary, W. R. Adams..... President, N. R. Merrick..... Treasurer, G. W. Cramer.....	15	7 July 20
110	Manlius Academy, Manlius Onondaga co.....	Harrison J. Hickok, A. M., Graduate Union College.....	Secretary, B. R. Streety..... President, Joseph M. Howland..... Treasurer, Darfee Osband.....	12	7 July 12
111	Marathon Academy, Marathon, Cortland co..	M. L. Hawley.....	Secretary, Amasa A. Jerome..... President, H. C. Van Schaack..... Secretary, W. M. Smith.....	13	7 Aug. 8
112	Marion Collegiate Institute, Marion, Wayne county.....	Thomas B. Lovell, A. M., Graduate University of Rochester.....	Treasurer, D. C. Squires..... Treasurer, P. Mallory.....	13	7 Aug. 31
113	Marshall Seminary of Easton, Easton, Washington county.....	Andrew J. Qua.....	Secretary, S. L. Baum..... President, Jacob Baker..... Treasurer, N. D. Young.....	12	7 June 30
114	Mechanioville Academy, Mechanioville, Saratoga county.....	Charles C. Wetsell.....	Secretary, A. S. Russell..... President, Daniel W. Abeel..... Treasurer and Secretary, James B. Allen.....	13	7 Aug. 6
115	Medina Academy, Medina, Orleans county...	Charles Fairman, Grad. Waterville College..	President, Lewis Smith..... Treasurer, J. W. Emign..... Secretary, Isaac Clements.....	9	5 June 28
116	Mexico Academy, Mexico, Oswego county....	Wm. M. McLaughlin, A. M., Graduate Wesleyan University.....	Treasurer, Wm. W. Potter..... Treasurer, J. C. Sheppard..... Secretary, Moses Brignall.....	18	7 July 8
117	Middlebury Academy, Wyoming, Wyoming county.....	J. M. Searf, A. M., Grad. Denison University	President, S. A. Fuller..... Treasurer, Samuel H. Stone..... Secretary, Luke D. Smith.....	19	7 June 28
118	Monroe Academy, Henrietta, Monroe county.	Frank H. Watkins.....	Treasurer, Charles Ray..... Treasurer, Zenas Morse..... Secretary, E. Palmer.....	12	7 June 22
			President, J. W. Davis..... Treasurer, H. M. Calkins..... Secretary, A. S. Wadsworth.....		

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of trustees.	Quorum.	Academic year ends.
119	Montgomery Academy, Montgomery, Orange county	Theron N. Little, Graduate Williams College	President, S. M. Crawford..... Treasurer, T. L. Jackson..... Secretary, J. M. Wilkin.....	14	7	Aug. 1
120	Monticello Academy, Monticello, Sullivan co.	F. G. Snook, Graduate State Normal School..	President, A. C. Niven..... Treasurer, Richard Oakley..... Secretary, James L. Stewart.....	9	5	June 21
121	Moravia Institute, Moravia, Cayuga co.....	M. G. Hyde, Graduate Yale College	President, Alonzo Cutler..... Treasurer, Leander Fitts..... Secretary, A. H. Denbar.....	12	7	Aug. 15
122	Mount Morris Union Free School, Mount Morris, Livingston county	Ziba A. Colburn, Grad. Dartmouth College..	President, Z. W. Joslyn..... Treasurer, G. S. Whitney..... Secretary, W. H. Noble.....	9	5	July 5
123	Mount Pleasant Academy, Sing Sing, Westchester county	W. W. Benjamin, Grad. Norwich University..	President, K. Hoffman..... Treasurer, C. F. Maurice..... Secretary, A. Carpenter.....	12	7	June 30
124	Munro Collegiate Institute, Elbridge, Onondaga county	T. K. Wright, Graduate Middlebury College.	President, John Rice	12	5	July 25
125	Naples Academy, Naples, Ontario county....	Chas. Jacobus, A. B., Grad. Hobart College.	Treasurer, Luke Ranney..... Secretary, James Munro..... President, Emory B. Pottle.....	9	5	July 3
126	Newark Union Free School, Newark, Wayne county.....	Jacob Wilson, A. M., Union College.....	Treasurer, James L. Monier..... Secretary, E. Wells..... President, R. Thomas, M. D.....	3	2	July 5
127	New Berlin Academy, New Berlin, Chenango county	J. M. Sprague, Grad. Madison University ...	Treasurer, F. Williams..... Secretary, John S. Cronise..... President, E. C. Williams.....	13	7	Aug. 31
128	New Palts Academy, New Palts, Ulster co..	Jared Hasbrouck, A. M., Graduate Rutgers College	Treasurer, S. L. Morgan..... Secretary, William F. Jenks..... President, Alfred Deyo	15	7	Sept. 5
129	New York Central Academy, McGrawville, Cortland county.....	Frank Place, A. M., Graduate Hamilton College	Treasurer, Edmund Eltinge..... Secretary, Solomon Deyo..... President, P. H. McGraw..... Treasurer, John B. La Mont..... Secretary, Henry C. Hendrick.....	.....	.....	July 15

130 / <i>New York Conference Seminary and Collegiate Institute, Charlotteville, Schoharie co.,...</i>		Samuel Sims, A. M., Graduate Wesleyan University		13	7	Aug. 2
131	North Granville Ladies' Seminary, North Granville, Washington county	Charles F. Dowd, Graduate Yale College....	President, W. Lamont	13	7	Aug. 2
132	•North Hebron Institute, North Hebron, Washington county.....	L. Hallock	Treasurer, John Morrison.....	9	5	Aug. 16
133	Norwich Academy, Norwich, Chenango co. . .	M. L. Ward, A. M., Graduate Madison University	Secretary, D. S. Lamont.....	12	7	Sept. 16
134	Ogdensburgh Educational Institute, Ogdensburgh, St. Lawrence county	J. S. Grinnell.....	President, John Barker.....	13	7	Aug. 1
135	Olean Academy, Olean, Cattaraugus county..	J. W. Earle, M. A., Graduate University of Vermont.....	Treasurer, John Barle	9	5	June 13
136	Oneida Seminary, Oneida, Madison county ...	Chas. E. Swett, A. B., Graduate Dartmouth College	Secretary, A. Willett.....	12	7	Aug. 25
137	Oneida Conference Seminary, Casenovia, Madison county	Rev. A. S. Graves, A. M., Grad. Wesleyan University	President, George Smith.....	15	7	July 15
138	Onondaga Academy, Onondaga Valley, Onondaga county	W. P. Goodell, Grad. Dartmouth College ..	Treasurer, Abner Duell.....	15	7	Aug. 1
139	Ontario Female Seminary, Canandaigua, Ontario county	Edward G. Tyler and B. Richards, Graduates Amherst and Union College	Secretary, Horace Kingsley	9	5	Aug. 15
140	Oswego High School, Oswego, Oswego county.	E. J. Hamilton, Grad. University of Vermont	Treasurer, Benjamin Frink	8	5	July 10
141	Owego Academy, Owego, Tioga county	Joseph A. Prindle, A. M., Graduate Union College	Secretary, James G. Thompson.....	12	7	Aug. 1
142	Oxford Academy, Oxford, Chenango county..	D. G. Barber, A. M., Grad. Hamilton College	President, E. N. Merriam	15	7	June 29
			Secretary, Charles North	12	7	Aug. 1
			Treasurer, Thomas Farrington.....	15	7	June 29
			President, Calvin Cole	15	7	June 29
			Secretary, W. H. Van Wagenen.....	15	7	June 29
			Treasurer, J. W. Glover	15	7	June 29

• No report in 1897; officers given as last reported.

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
143	Packer Collegiate Institute, Brooklyn, Kings county.....	Alonso Crittenden, Ph. D., Graduate Union College	President, A. A. Low.....	16	8	June 21
144	Palmyra Classical Union School, Palmyra, Wayne county.....	M. H. Fitts, A. M., Graduate Dartmouth College.....	Treasurer, J. H. Prentice..... Secretary, J. W. Harper..... President, William Foster..... Treasurer, David S. Aldrich.....	9	5	Sept. 1
145	*Palatine Bridge Union Free School, Palatine Bridge, Montgomery county.....	Alfred Kendall.....	Secretary, C. M. Kingman..... President, John L. Ellithorp..... Treasurer, John D. Taylor.....	3	2	July 12
146	Peekskill Academy, Peekskill, Westchester county	Albert Wells, A. M., Grad. Rutgers College..	Secretary, G. G. Johnson..... President, Owen T. Coffin..... Treasurer, James B. Brown.....	12	7	Aug. 31
147	Penfield Seminary, Penfield, Monroe county..	Harlan P. Gage, A. B., Graduate Dartmouth College.	Secretary, N. Dain..... President, O. Case.....	13	7	Aug. 20
148	Penn Yan Academy, Penn Yan, Yates county.	Cicero M. Hutchins, Graduate Genesee College	Treasurer, T. A. Brown..... Secretary, G. H. Flower.....	9	5	June 21
149	Perry Academy, Perry, Wyoming county....	Rev. J. N. Fradenburgh, A. B., Graduate Genesee College.....	President, Charles C. Sheppard.... Treasurer, Oliver Stark.....	15	7	Aug. 31
150	Phelps Union and Classical School, Phelps, Ontario county.....	Esra J. Peck, A. M., Graduate Williams College.....	Secretary, M. P. Andrews..... President, W. A. Townsend.....	5	3	July 15
151	Phipps Union Seminary, Albion, Orleans co..	George A. Starkweather, Graduate Rochester University.....	Treasurer and Secretary, T. B. Titus..... President, R. S. Burrows.....	12	7	Aug. 2
152	Pike Seminary, Pike Wyoming county.....	Rev. G. C. Waterman, Grad. Bowdoin College	Treasurer, G. A. Starkweather.... Secretary, L. C. Paine.....	19	7	June 30
153	Plattsburgh Academy, Plattsburgh, Clinton county.....	Wm. L. R. Haven, Graduate Williams College	President, M. E. Shepard	10	6	July 3
			Treasurer, W. W. Bean..... Secretary, G. C. Waterman..... President, W. W. Hartwell..... Treasurer, A. Williams..... Secretary, M. Hall.....			

155	Port Byron Free School and Academy, Port Byron, Cayuga county.....	Joseph W. Davis, Graduate Genesee College.	Treasurer, Samuel Baker.....	9	June 30
156	•Poughkeepsie Female Academy, Poughkeepsie, Dutchess county.....	Rev. D. G. Wright, A. M.....	President, Horace V. Howland..... Treasurer, James C. Haight.....	9	June 29
157	Prospect Academy, Prospect, Oneida county.....	J. M. Langworthy, A. M.....	Secretary, Richard H. Hoff..... President, Hon Wm C. Sterling..... Treasurer, James G. Wood.....	13	July 12
158	Pulaaki Academy, Pulaaki, Oswego county.....	Nathan B. Smith, A. B., Graduate Middlebury College.....	President, Henry D. Varick..... Treasurer, Wm. Meyer.....	9	July 9
159	Red Creek Union Seminary, Red Creek, Wayne county.....	Walter A. Brownell, A. B.....	Treasurer, P. A. Conradt..... Secretary, J. M. Langworthy..... President, G. W. Wood.....	9	June 20
160	•Richburgh Academy, Richburgh, Allegany county.....	Eli J. Rogers, A. M.....	Treasurer, James A. Clark..... Secretary, Lorenzo Ling..... President, W. P. Jones.....	9	June 27
161	•Rivordale Institute, Yonkers, Westchester county.....	Rev. Edward M. Pecke, M. A., Rector.....	Treasurer, D. C. Washburn..... President, William Burdick.....	6	June 20
162	•Rochester Female Academy, Rochester, Monroe county.....	Mrs. Sarah J. Nichols.....	Treasurer, J. Ferris..... Secretary, C. N. Brown..... President, Samuel D. Babcock.....	10	July 15
163	Rochester Free Academy, Rochester, Monroe county.....	Rev. N. W. Benedict, A. M., Graduate Madison University.....	Treasurer, John Phillips..... Secretary, Henry F. Spaulding..... President, Isaac Hill.....	6	July 3
164	Rogersville Union Seminary, Rogersville, Steuben county (South Dansville P. O.).....	W. A. Dawson, A. B.....	Treasurer, T. C. Montgomery..... Secretary, J. A. Eastman..... President, E. R. Ottoway.....	14	June 26
165	Rome Academy, Rome, Oneida county.....	E. O. Hovey, A. M., Graduate Madison University.....	Treasurer, H. P. Langworth..... Secretary, C. N. Simmons..... President, Isaac Lyon.....	15	July 15
166	Rural Seminary, East Pembroke, Genesee co. College.....	George M. Jones, A. B., Graduate Hamilton College.....	Treasurer, Robert Beach..... Secretary, C. S. Ackley..... President, Samuel Wardwell..... Treasurer, Willis G. Abbott.....	17	Aug. 15
			Secretary, E. O. Hovey..... President, James C. Jack..... Treasurer, R. Willett.....	13	
			Secretary, George B. Scamans.....	7	

* No report in 1867 ; officers given as last reported.

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
167	Rushford Academy, Rushford, Allegany co...	Ira Sayles, A. M., Graduate Union C. llege...	President, J. C. Bixby..... Treasurer, H. Hyde.....	6	4	July 15
168	Sans Souci Seminary, Ballston, Saratoga co...	Rev. D. W. Smith, Graduate Madison University.....	Secretary, J. J. Elmer..... President, Leverett Moore, M. D. Treasurer, Rev. D. W. Smith.....	9	5	July 16
169	St. Lawrence Academy, Potsdam, St. Lawrence county.....	Geo. H. Sweet, A. M., Graduate Middlebury College.....	Secretary, Rev. Henry L. Grose..... President, Noble S. Elderkin..... Treasurer, Henry W. tkins.....	24	7	July 17
170	Sauquoit Academy, Sauquoit, Oneida county.	Aaron White, M. A., Graduate Wesleyan University.....	Secretary, C. W. Leete..... President, Wm. Huxford..... Treasurer, F. S. Savage.....	15	7	Aug. 1
171	Schenectady Union School, Schenectady, Schenectady county.....	Henry Whiteborne, A. M., Graduate Oxford University.....	Secretary, William Knight..... President, Ira Brownell..... Treasurer, John Bradt.....	10	6	June 28
172	Schoharie Academy, Schoharie, Schoharie co.	Geo. W. Briggs, A. M., Graduate Colby University.....	Secretary, E. A. Charlton..... President, Rev. G. A. Lintner, D.D. Treasurer, O. B. Throop.....	8	5	Aug. 20
173	Schuylerville Academy, Schuylerville, Saratoga county.....	Rev. John Vroman, A. B., Graduate Yale College.....	Secretary, R. Brewster..... President, S. H. Dillingham..... Treasurer, P. Richardson.....	.....	.....	July 15
174	Seneca Falls Academy, Seneca Falls, Seneca county.....	Charles A. Wetmore, Graduate Hamilton College.....	Secretary, R. N. Atwell..... President, Edward Mynderse..... Treasurer, W. P. Poillard.....	15	8	Aug. 6
175	Sodus Academy, Sodus, Wayne county.....	Elisha Curtiss, A. B., Graduate Union College.....	Secretary, Josiah P. Miller..... President, W. M. Winchester..... Treasurer, Oril Smith.....	12	7	July 3
176	Spencertown Academy, Spencertown, Columbia county.....	Isaac Fowler.....	Secretary, Edwin A. Green..... President, Ebenzer Reed, M. D. Treasurer, U. Lawrence.....	12	7	July 27
177	S. S. Seward Institute, Florida, Orange co...	Thomas G. Schriever, A. M., Graduate Rutgers College, and Miss Mary E. Hotchkiss	Secretary, I. Mcad..... President, George M. Grier.....	1	1	Sept. 13
		(Fam. Dep.).....	.....	.....	.....	.....

179	Syracuse High School, Syracuse, Onondaga county	Charles O. Roundy, A. M.	Secretary, Rev. William B. Haight President, Samuel J. May. Treasurer, Secretary, Edward Smith. President, N. M. Perry. Treasurer, Otis Reynolds. Secretary, N. Reynolds. President, Isaac McConibbe, LL.D. Treasurer, Hon. Francis N. Mann. Secretary, T. Newton Wilson. President, Jonas C. Hearst. Treasurer, Silas K. Stone. Secretary, John H. Willard. President, William Kemp. Treasurer, D. Lane. Secretary, Edward Danforth. President, Herman Camp. Treasurer, A. G. Stone. Secretary, R. S. Smith. President, A. B. Watson. Treasurer, E. Odell. Secretary, A. D. Williams. President, John Clark. Treasurer, D. Chapman. Secretary, F. Edwards. President, W. A. Cogswell. Treasurer, Richard Brush. Secretary, John B. Alliger. President, James I. Lowrie. Treasurer, Leroy Mowrey. Secretary, D. W. Mandell. President, John Dagwell. Treasurer. Secretary, D. S. Hefron. President, William J. Bacon. Treasurer and Secretary, M. M. Bagg.	8 5 8 5 12 5 15 8 20 1 2 7 2 7 30 7 5 8 16 6 6 4 6 4 7 4	July 12 June 25 Sept. 1 June 26 July 19 Aug. 12 July 9 June 27 Sept. 15 Sept. 2 July 31 July 4
180	*Troupsburgh Academy, Troupsburgh Centre, Steuben county	Rev. Wm. Rees, D. D.			
181	Troy Academy, Troy, Rensselaer county	T. Newton Wilson, A. M., Graduate Washington College, Va.			
182	Troy Female Seminary, Troy, Rensselaer co. .	Mrs. Sarah L. Willard.			
183	Troy High School, Troy, Rensselaer county ..	Marcus H. Martin, A. M., Graduate Union College			
184	Trumansburgh Academy, Trumansburgh, Tompkins county	E. M. Maynard, A. M., Graduate Amherst College			
185	Unadilla Academy, Unadilla, Otsego county. .	S. E. Smith, Graduate Union College			
186	Union Academy of Belleville, Belleville, Jefferson county	E. H. Hiller			
187	Union Hall Academy, Jamaica, Queens co.	Daniel O. Quinby, Graduate Bowdoin College.			
188	Union Village Academy, Greenwich, Washington county	Edmund H. Gibson			
189	Utica Academy, Utica, Oneida county	George C. Sawyer, Graduate Harvard University			
190	*Utica Female Academy, Utica, Oneida co.	Miss Jane E. Kelly			

* No report in 1867; officers given as last reported.

SCHEDULE No. 2—Continued.

Number.	ACADEMIES, etc.	Name of Principal.	Officers of the Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
191	Vernon Academy, Vernon, Oneida county....	M. A. Sullivan	President, Isaac Freeman, M. D.	12	6	Sept. 5
192	Walkill Academy, Middletown, Orange co.....	D. Kerr Ball.....	Treasurer and Secretary, A. P. Case .....	.....	.....	.....
193	Walton Academy, Walton, Delaware county..	Charles E. Sumner, Graduate Yale College...	President, Spencer M. Bull.	12	7	July 20
194	Walworth Academy, Walworth Wayne co.....	John G. Williams, A. M., Graduate Wesleyan University.....	Treasurer, I. O. Beattie.....	.....	.....	.....
195	Warrensburgh Academy, Warrensburgh, Warren county.....	A. B. Abbott, A. B., Graduate Dartmouth college	Secretary, D. Kerr Bull.....	.....	.....	.....
196	Warsaw Union School, Warsaw, Wyoming co.	Charles H. Dann, Graduate Williams College.	President, David H. Gay.....	13	7	July 2
197	Warwick Institute, Warwick, Orange co.....	C. H. Riggs, A. M., Grad. Rutgers' College.	Treasurer, George W. Fitch.....	.....	.....	.....
198	Washington Academy, Salem, Washington co.	William Gorrie, A. M., Graduate Williams College.....	Secretary, S. H. White.....	.....	.....	.....
199	Waterloo Union School, Waterloo, Seneca co.	James S. Boughton.....	President, I. K. Sanford.....	15	7	July 15
200	Watertown High School, Watertown, Jefferson county.....	M. M. Merrill, Graduate Genesee College....	Treasurer, A. Kipp.....	.....	.....	.....
201	Watkins Academy, Watkins, Schuyler co.....	A. C. Huff, Graduate Hobart College.....	Secretary, P. Lawrence.....	.....	.....	.....

203	Webster Academy, Webster, Monroe county..	Eugene Cheeseman, Grad. Hamilton College.	Treasurer, Owen Spaulding Secretary, A. J. Lang	12	7	Aug. 5
204	Westfield Academy, Westfield, Chautauqua co.	Charles E. Lane, A. B., Graduate Dartmouth College.....	President, William Corning	5	3	June 21
205	West Winfield Academy, West Winfield, Herkimer county	D. P. Blackstone, A. M., Grad. Union College.	Treasurer, Wates Fuller	24	7	July 29
206	Whitestown Seminary, Whitestown, Oneida co.	J. S. Gardner, Ph. D., Graduate Hamilton College.....	Secretary, C. P. Wolcott	13	7	July 15
207	Whitney's Point Union School.....	David Carver, Graduate Union College.....	President, J. W. Warner.....	9	5	June 28
208	Wilson Collegiate Institute, Wilson, Niagara county.....	M. Davidson, A. M., Grad. Dartmouth College.	Treasurer, E. F. Beals	13	7	July 20
209	Windsor Academy, Windsor, Broome co.....	Nelson Wilbur, Graduate Dartmouth College.	Secretary, Asa Beach	12	7	June 28
210	Yates Academy, Yates, Orleans county.....	F. A. Greene, Grad. Rochester University...	President, E. V. W. Dox	18	8	June 21
211	Yates Polytechnic Institute, Chittenango, Madison county	A. L. Porter.....	Treasurer, L. M. Wilson	13	13	July 12
			Secretary, George Dusenbury	13	13	
			President, T. H. Coe	13	13	
			Treasurer, Richard Barry	13	13	
			Secretary, S. E. Hagadorn	13	13	
			President, George Grant	13	13	
			Treasurer and Secretary, Benjamin Jenkins.....	13	13	

SCHEDULE No. 3.

Containing abstracts of the Academic Reports for 1867, for the year ending between the 20th of June and the 15th of September of said year, exhibiting the number of students taught in the several academies from which such reports have been received, the number, sex and age of those who are claimed by the Regents as such, with the apportionment of their distributive shares of \$40,000 out of the income of the Literary Fund for said year.

NAMES OF ACADEMIES.	Average attendance of the several terms of the year.	Whole number of students during the year ending with the date of the report.	Number claimed to have pursued classical or higher English studies, or both, for four months of said year.	Sex of students so claimed.		Average age of students so claimed.	Number of students allowed by the Regents as claimed.	Amount of money apportioned from the income of the Literary Fund in January, 1868.
				Males.	Females.			
Academy at Little Falls	115	200	62	44	18	16.4	61	\$222 43
Academy of Dutchess County	114	230	59	58	1	14.6	47	171 38
Albany Academy	263	335	48	48	---	16.2	48	175 03
Albion Academy	221	368	107	70	37	17.2	107	390 16
Alfred Academy	130	243	64	42	22	20.9	61	222 43
Ames Academy	56	86	16	4	12	18.	16	58 34
Andes Collegiate Institute	75	140	50	22	28	19.2	45	164 09
Angelica Academy	88	141	36	14	22	16.8	33	120 33
Antwerp Liberal Literary Institute	132	235	66	26	40	18.	66	240 66
Arcade Academy	71	152	41	15	26	17.9	39	142 21

<i>Aracato Academy (1863-4)</i>	121*	251*	229*	122*	107*	17.7	149*	271 18
Argyle Academy	80	125	47	19	28	16.9	47	171 38
Attica Union School	108	162	7	---	7	17.7	7	25 52
Auburn Academic High School	109	162	88	38	50	16.6	70	255 25
Augusta Academy	28	28	9	---	9	15.8	2	7 29
Aurora Academy	64	134	82	52	30	15.6	82	299 00
Baldwinsville Academy	20	27	27	6	21	16.2	27	98 45
Batavia Union School	85	142	63	31	32	16.	49	178 67
Binghamton Academy	150	211	50	18	32	16.2	48	175 03
Brookfield Academy	9	18	18	9	9	18.3	18	65 64
Brooklyn Coll. and Polytech. Inst.	495	581	73	73	---	15.2	68	247 96
Buffalo Central School	205	244	233	100	133	15.7	233	849 61
Buffalo Female Academy	231	292	75	---	75	17.1	78	284 42
Cambridge Washington Academy	87	177	81	8	23	16.	31	113 04
Canajoharie Academy	56	106	9	6	3	16.7	9	32 82
Canandaigua Academy	166	243	73	73	---	18.3	67	244 31
Canton Academy	108	190	28	12	16	16.3	26	94 80
Cary Collegiate Seminary	129	213	29	18	11	16.9	29	105 74
Catskill Free Academy	73	92	39	20	19	15.5	38	138 56
Cayuga Lake Academy	67	105	---	---	---	14.5	---	---
Chamberlain Institute	144	291	30	13	17	16.6	19	69 28
Champlain Academy	91	91	17	7	10	16.1	17	61 99
Cherry Valley Academy, (1864-5)	94*	130*	86*	47*	39*	18.	86*	167 70
Chester Academy	65	103	20	3	17	16.7	19	69 28
Cincinnati Academy	94	172	68	35	33	17.8	68	247 96
Clarence Academy	64	122	12	7	5	15.6	12	43 76

* Not included in the footing of these columns.

SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Average attendance of the several terms of the year.	Whole number of students during the year ending with the date of the report.	Number claimed to have pursued classical or higher English studies, or both, for four months of said year.	Sex of students so claimed.		Average age of students so claimed.	Number of students allowed by the Regents as claimed.	Amount of money apportioned from the income of the Literature Fund in January, 1868.
				Males.	Females.			
Claverack Acad. and H. River Inst.	274	434	212	119	93	17.5	210	\$765 74
Clinton Grammar School	98	111	44	—	44	17.9	40	145 86
Clinton Liberal Institute	140	248	63	37	26	17.8	55	200 55
Corning Free Academy	87	148	56	14	42	14.8	46	167 73
Cortland Academy	182	332	109	48	61	17.7	102	371 93
Cortlandville Academy	227	372	80	46	34	16.7	80	291 71
Coxsackie Academy	78	139	50	21	29	16.3	50	182 32
Dansville Seminary	113	188	47	22	25	16.7	47	171 38
Deaf and Dumb Institution	—	457	457	273	184	—	457	1,666 40
Delaware Academy	87	145	88	44	44	18.1	66	240 66
Delaware Literary Institute	115	240	82	42	40	17.7	82	299 00
Deposit Academy	82	120	—	—	—	14.	—	—
De Ruyter Institute	73	152	40	20	20	18.2	39	142 21
Dundee Academy	154	180	42	18	24	17.	25	91 16
East Bloomfield Academy	75	150	26	13	13	16.5	18	65 64
East Genesee Conference Seminary	120	212	66	28	38	17.7	62	226 08

Ellington Academy.....	78	145	20	5	15	17.7	20	72 93
Elmira Free Academy.....	106	119	76	20	56	16.7	74	269 83
Erasmus Hall Academy.....	89	135	-----	-----	-----	12.	-----	-----
Evans Academy.....	52	95	14	5	9	15.2	14	51 05
Fairfield Academy.....	114	210	93	58	35	18.7	93	339 11
Falley Seminary.....	285	489	134	83	51	18.	133	484 97
Forestville Free Academy.....	70	129	57	6	31	17.7	34	123 98
Fort Covington Academy.....	93	154	96	41	55	17.4	93	350 05
Fort Edward Collegiate Institute.....	263	511	312	219	93	18.4	312	1,137 67
Fort Plain Sem. & Fem. Colleg. Inst.	48	88	24	10	14	16.1	13	47 40
Franklin Academy, Malone.....	116	220	41	18	23	17.9	39	142 21
Franklin Academy, Prattsburg.....	71	133	44	18	26	17.8	44	160 44
Fredonia Academy.....	112	171	45	24	21	17.8	45	164 09
Friends' Academy.....	121	182	7	5	2	16	5	18 23
Friendship Academy.....	72	151	28	14	14	18.2	27	98 45
Genesee Valley Seminary.....	103	187	54	21	33	17.9	54	196 90
Genesee Wesleyan Seminary.....	298	505	145	69	76	19.1	134	488 61
Genesee and Wyoming Seminary.....	44	89	28	11	17	16.3	24	87 51
Genesee Academy.....	97	209	65	25	40	17.4	65	237 02
Geneva Classical and Union School.	183	340	133	73	60	15.7	183	484 97
Gilbertsville Academy & Colleg. Inst.	96	174	37	12	25	16.5	37	134 92
Glen's Falls Academy.....	201	290	29	8	21	17.5	29	105 74
Gloversville Union Seminary.....	174	281	56	30	26	15.9	55	200 55
Gouverneur Wesleyan Seminary.....	184	366	198	77	121	17.9	198	721 99
Grammar School of Madison Univ'y	43	56	26	26	-----	20.	26	94 81
Greenville Academy.....	47	80	21	5	16	17.8	21	76 57
Griffith Institute.....	72	158	15	4	11	17.5	15	54 70

SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Average attendance of the several terms of the year.	Whole number of students during the year ending with the date of the report.	Number claimed to have pursued classical or higher English studies, or both, for four months of said year.	Sex of students so claimed.		Average age of students so claimed.	Number of students allowed by the regents as claimed.	Amount of money apportioned from the income of the Literature Fund in January, 1868.
				Males.	Females.			
Groton Academy.....	103	194	119	59	60	16.5	119	\$433 92
Halfmoon Academy.....	65	117	48	19	29	16.7	46	167 73
Hartford Academy.....	37	60	.....	.....	.....	15.	.....	.....
Hartwick Seminary.....	40	78	48	36	12	20.1	28	102 10
Holley Academy.....	64	119	18	5	13	16.1	14	51 05
Hudson Academy.....	86	114	14	6	8	17.1	14	51 05
Hungerford Collegiate Institute.....	135	270	121	72	49	17.9	77	280 77
Huntington Union School.....	70	90	66	35	31	15.5	60	218 78
Ithaca Academy.....	191	332	117	56	61	17.3	117	426 63
Jamestown Academy.....	32	75	62	37	25	17.5	61	222 43
Johnstown Academy.....	101	153	41	15	26	16.	41	149 50
Jonesville Academy.....	57	110	50	23	27	17.4	50	182 32
Keeseville Academy.....	82	157	10	6	4	18.4	10	36 46
Kinderhook Academy.....	30	45	4	3	1	18.	4	14 59
Kingston Academy.....	59	67	63	27	36	16.1	54	196 90
Knoxville Academy.....	33	68	18	11	7	17.8	18	65 64

DISTRIBUTION.

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ate, No. 49.]	232	348	23	16	7	17.9	21	76 57
Le Roy Academic Instituto	90	155	29	11	18	17.2	27	98 45
Liberty Normal Institute	208	377	108	41	67	17.7	93	339 11
Lockport Union School	80	165	28	14	14	17.9	24	87 51
Lowville Academy	66	74	31	11	20	15.	---	---
Lyons Union School*	61	127	107	58	49	18.	107	390 16
Macedon Academy	54	98	4	---	4	16.2	4	14 59
Manlius Academy	84	180	17	4	13	17.5	15	54 70
Marathon Academy	87	173	36	16	20	17.	36	131 27
Marion Collegiate Institute	34	66	35	22	13	16.7	17	61 99
Marshall Seminary of Easton	86	168	69	46	23	17.6	68	247 96
Mechanicville Academy	97	178	55	22	33	16.5	55	200 55
Medina Academy	125	252	115	45	70	17.1	116	422 98
Mexico Academy	79	155	28	13	15	17.8	28	102 10
Middlebury Academy	24	41	10	4	6	17.2	10	36 46
Monroe Academy	91	130	24	9	15	16.	24	87 51
Montgomery Academy	161	257	24	11	13	15.5	---	---
Monticello Academy	77	162	17	9	8	16.6	17	61 99
Moravia Institute	83	124	46	23	23	16.7	46	167 73
Mount Morris Union School	88	98	---	---	---	15.4	---	---
Mount Pleasant Academy	136	259	128	56	72	18.2	128	466 74
Munro Collegiate Institute	113	190	113	51	62	16.7	39	142 21
Naples Academy	422	516	89	45	44	16.7	88	320 88
Newark Union Free School								

* Report received too late for the distribution of the Literature Fund.

SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Average attendance of the several terms of the year.	Whole number of students during the year ending with the date of the report.	Number claimed to have pursued classical or higher English studies, or both, for four months of said year.	Sex of students so claimed.		Average age of students so claimed.	Number of students allowed by the Regents as claimed.	Amount of money apportioned from the income of the Literature Fund in January, 1868.
				Males.	Females.			
New Berlin Academy	112	189	94	47	47	16.8	93	\$339 11
New Paltz Academy	51	59	30	16	14	16.2	30	109 39
New York Central Academy	84	133	30	13	17	16.3	14	51 05
New York Conf. Sem. and Coll. Inst.	80	80	48	23	25	17.8	48	175 03
Norwich Academy	174	304	115	57	58	17.	112	408 40
Ogdensburg Educational Institute..	60	100	80	45	35	15.9	11	40 11
Olean Academy	63	129	21	15	6	16.6	21	76 57
Oneida Seminary	149	273	52	24	28	17.2	50	182 32
Oneida Conference Seminary	259	495	213	117	96	19.1	199	725 63
Onondaga Academy	77	150	141	76	65	16.4	102	371 93
Ontario Female Seminary	133	183	40	---	40	17.1	35	127 62
Oswego High School	94	124	56	17	39	17.3	56	204 20
Owego Academy	115	196	107	69	38	17.6	107	390 16
Oxford Academy	168	280	167	74	93	17.1	166	605 30
Packer Collegiate Institute	622	751	118	---	118	16.9	118	430 28
Palmyra Classical and Union School,	140	191	80	29	51	16.2	79	288 07

	68	96	21	7	14	16.8	20	72
Penfield Seminary.....	180	380	204	112	92	16.5	178	649 06
Penn Yan Academy.....	156	269	68	27	41	17.6	67	244 31
Perry Academy.....	229	325	41	16	25	16.3	40	145 86
Phelps Union and Classical School	70	117	46	.....	46	15.3	43	156 80
Phipps Union Seminary.....	96	192	73	30	43	18.7	73	266 18
Pike Seminary.....	50	71	29	14	15	16.	7	25 52
Plattsburg Academy.....	46	83	28	9	19	16.6	17	61 99
Pompey Academy.....	25	39	12	4	8	15.5	9	32 82
Port Byron Free School and Acad.	56	98	45	26	19	17.8	44	160 44
Prospect Academy.....	125	218	112	41	71	17.6	112	408 39
Pulaski Academy.....	99	196	57	31	26	17.7	51	185 97
Red Creek Union Seminary.....	131	191	120	34	86	16.8	120	437 56
Rochester Free Academy.....	64	192	66	30	36	17.7	66	240 66
Rogersville Union Seminary.....	112	180	89	40	49	15.	89	324 52
Rome Academy.....	82	150	76	40	36	17.	59	215 14
Rural Seminary.....	129	192	15	4	11	18.9	15	54 70
Rushford Academy.....	155	294	148	74	74	17.8	148	539 66
St. Lawrence Academy.....	.....	.....	.....	.....	.....	.....	.....	158 29
St. Lawrence Academy (1865-6)*	106	188	37	22	15	17.6	36	131 27
Sauquoit Academy.....	111	137	112	45	67	15.5	.....	.....
Schenectady Union School.....	81	140	64	23	41	16.4	57	207 84
Schoharie Academy.....	90	90	21	10	11	15.7	11	40 11
Seneca Falls Academy.....	81	148	95	48	47	17.3	95	346 41
Sodus Academy.....	.....	.....	.....	.....	.....	.....	.....	.....

* In addition to amount heretofore apportioned for that year.

SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Average attendance of the several terms of the year.	Whole number of students during the year ending with the date of the report.	Number claimed to have pursued classical or higher English studies, or both, for four months of said year.	Sex of students so claimed.		Average age of students so claimed.	Number of students allowed by the Regents as claimed.	Amount of money apportioned from the income of the Literature Fund in January, 1888.
				Males.	Females.			
Spencertown Academy	33	66	16	6	10	17.8	9	\$32 82
S. S. Seward Institute	29	43	29	6	23	17.8	28	102 10
Starkey Seminary	86	159	40	19	21	17.3	40	145 86
Syracuse High School	101	160	103	25	78	17.3	75	273 48
Troy Academy	75	109	18	14	4	15.4	17	61 99
Troy Female Seminary	213	238	88	-----	88	17.5	88	320 88
Troy High School	110	140	70	24	46	16.2	69	251 60
Trumansburgh Academy	62	102	51	18	33	17.2	51	185 97
Unadilla Academy	111	207	53	23	30	16.9	52	189 61
Union Academy of Belleville	137	280	222	123	99	17.9	137	499 56
Union Hall Academy	159	220	85	59	26	16.	66	240 66
Union Village Academy	133	221	22	12	10	18.8	22	80 22
Utica Academy	110	125	103	28	75	16.2	103	375 57
Vernon Academy	35	57	28	7	21	15.9	19	69 28
Walkill Academy	105	200	69	43	26	15.9	66	240 66
Walton Academy	114	213	41	18	23	17.9	41	149 50

DISTRIBUTION.

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	82	243	70	91	49	13.0	12	204	5*
Washington Academy.....	94	148	33	19	14	16.2	26	94	80
Waterloo Union School.....	93	104	65	20	45	15.9	65	237	02
Watertown High School.....	101	153	25	10	15	15.7	21	76	57
Watkins Academy.....	54	218	56	15	41	17.	51	185	97
Waverly Institute.....	53	59	41	26	15	16.2	31	113	04
Webster Academy.....	110	191	104	42	62	16.9	103	375	57
Westfield Academy.....	95	203	93	44	49	16.9	93	339	11
West Winfield Academy.....	290	534	167	101	66	18.2	166	605	30
Whitestown Seminary.....	62	105	4	3	1	18.5	4	14	59
Whitney's Point Union School.....	54	111	28	13	15	17.	23	83	87
Wilson Collegiate Institute.....	53	105	17	6	11	18.6	17	61	99
Windsor Academy.....	55	87	.....	.....	.....	.....	.....	.....	.....
Yates Academy.....	54	92	18	9	9	17.6	17	61	99
Yates Polytechnic Institute.....									
20,724	34,851	11,896	5,677	6,219	.....	10,806	\$40,000	00	

APPENDIX TO SCHEDULE No. 3,

Showing the results of the three written preliminary academic examinations held during the academic year 1866-7.

NAMES OF ACADEMIES.	Nov., 1866.	Feb., 1867.	June, 1867.	Total.
Academy at Little Falls		4		4
Academy of Dutchess County			30	30
Albany Academy	6	10	9	25
Albany Female Academy				
Albany Female Seminary				
Albion Academy	5	18	30	53
Alfred Academy	8	3	1	12
Ames Academy		15		15
Andes Collegiate Institute	5	12		17
Angelica Academy	15	10	3	28
Antwerp Liberal Literary Institute	24	33	9	66
Arcade Academy			3	3
Argyle Academy	10	30	9	49
Attica Union Free School		17	11	28
Auburn Academic High School ..	30	51	32	113
Augusta Academy				
Aurora Academy		45	32	77
Baldwinsville Academy	7	11	4	22
Batavia Union School		19	5	24
Binghamton Academy		15	9	24
Brookfield Academy		6		6
Brooklyn Collegiate & Poly. Inst.			11	11
Buffalo Central School				
Buffalo Female Academy				
Cambridge Washington Academy ..	5		5	10
Canajoharie Academy			11	11
Canandaigua Academy		17	22	39
Canton Academy	1	6	3	10
Cary Collegiate Seminary	1	3	9	13
Catskill Free Academy	12	7	4	23
Cayuga Lake Academy				
Chamberlain Institute	2	13	4	19
Champlain Academy		14		14
Chester Academy			10	10
Cincinnatus Academy	2	5	2	9
Clarence Academy	13			13
Claverack Acad. & H. River Inst. ..	47	33	31	111
Clinton Academy				

APPENDIX TO SCHEDULE No. 3—Continued.

AMES OF ACADEMIES.	Nov., 1866.	Feb., 1867.	June, 1867.	Total.
Grammar School		4	11	15
Liberal Institute	4	21	3	28
; Free Academy	13	12	3	28
d Academy	4	59	6	69
dville Academy	6	11	1	18
ie Academy	3	5	2	10
le Seminary	9	21	4	34
d Dumb Institution				
re Academy	1	13		14
re Literary Institute	14	17	16	47
ter Institute	4	20		24
Academy		24		24
oomfield Academy		13	13	26
nsec Conference Seminary	4	11	5	20
on Academy		15		15
Free Academy			60	60
s Hall Academy				
Academy	5	4	2	11
l Academy	17	10	13	40
Seminary	30	25	27	82
' Hall Academy			9	9
ille Free Academy	22	10	3	35
vington Academy	19	19	8	46
lward Collegiate Institute	47	91	39	177
ain Sem. & Fem. Col. Inst.				
n Academy, Malone		2	1	3
n Academy, Prattsburg	5	19	8	32
a Academy	10	9		19
' Academy		2		2
hip Academy		2	1	3
Valley Seminary	6	6	4	16
Wesleyan Seminary	2	22	32	56
and Wyoming Seminary	3	3		6
Academy	15	11	15	41
Classical and Union School	10	11	14	35
ville Acad. and Col. Inst.		17		17
Falls Academy		2	3	5
ville Union Seminary	6	14	5	25
neur Wesleyan Seminary	47	46	25	118
ar School of Madison Univ.	4	13	2	19
lle Academy	2			2
Academy	3	2	1	6

APPENDIX TO SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Nov., 1866.	Feb., 1867.	June, 1867.	Total.
Groton Academy	10	20	12	42
Halfmoon Academy		19	8	27
Hartwick Seminary				
Holley Academy		11		11
Hudson Academy	7	9		16
Hungerford Collegiate Institute ..	20	4	7	31
Huntington Union School				
Ingham University, Acad. Dep't ..				
Ithaca Academy	7	12	17	36
Jamestown Union School and C. I ..	29	35	16	80
Johnstown Academy		1	1	2
Jonesville Academy		21	10	31
Jordan Academy				
Keeseville Academy				
Kinderhook Academy				
Kingston Academy				
Knoxville Academy	1	5	1	7
Lansingburgh Academy		12		12
Lawrenceville Academy	26	17	17	60
Leavenworth Institute	1	9	4	14
Le Roy Academic Institute	1	2	1	4
Liberty Normal Institute		5		5
Lockport Union School	14	27	20	61
Lowville Academy	4	1	5	10
Lyons Union School		12		12
Macedon Academy	13	28	16	57
Manlius Academy		2	1	3
Marathon Academy	10	7		17
Marion Collegiate Institute	1	10	7	18
Marshall Seminary of Easton		15		15
Mechanicville Academy	7	6	8	21
Medina Academy	9	14	10	33
Mexico Academy	7	13	20	40
Middlebury Academy	1	16	2	19
Monroe Academy		4		4
Montgomery Academy		7		7
Monticello Academy				
Moravia Institute	9	7	8	24
Mount Morris Union School		20		20
Mount Pleasant Academy				
Munro Collegiate Institute	10	17	12	39
Naples Academy			1	1

PENDIX TO SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Nov., 1866.	Feb., 1867.	June, 1867.	Total.
Union Free School.....	4	30	30	64
Lin Academy.....	13	18	11	42
z Academy.....	.....	19	2	21
k Central Academy....	4	6	9	19
k Conf. Sem. & Coll. In..	15	.....	8	23
anville Ladies' Seminary,	.....	.....	.....	.....
bron Institute.....	.....	.....	.....	.....
Academy.....	21	23	10	54
urg Educational Institute,	.....	15	.....	15
ademy.....	.....	.....	.....	.....
eminary.....	6	14	.....	20
onference Seminary....	11	13	14	38
a Academy.....	.....	25	.....	25
Female Seminary.....	.....	.....	10	10
High School.....	18	.....	11	29
cademy.....	.....	.....	.....	.....
cademy.....	6	15	13	34
ollegiate Institute.....	33	.....	.....	33
Classical and Union Sch'l	.....	27	17	44
Bridge Union Free Sch'l.	.....	.....	.....	.....
Academy.....	.....	.....	.....	.....
Seminary.....	.....	.....	.....	.....
n Academy.....	36	41	.....	77
ademy.....	10	18	10	38
nion & Classical School..	2	9	7	18
nion Seminary.....	.....	5	5	10
inary.....	7	11	2	20
g Academy.....	.....	.....	.....	.....
Academy.....	1	17	.....	18
on Free School & Acad..	.....	4	.....	4
epsie Female Academy..	.....	.....	.....	.....
Academy.....	18	15	.....	33
cademy.....	14	19	12	45
k Union Seminary.....	7	11	1	19
rville Academy.....	.....	.....	.....	.....
h Academy.....	.....	.....	.....	.....
stitute.....	.....	.....	.....	.....
Collegiate Institute.....	.....	.....	.....	.....
Female Academy.....	.....	.....	.....	.....
Free Academy.....	.....	.....	.....	.....
le Union Seminary.....	31	12	10	53
ademy.....	13	26	9	48

APPENDIX TO SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Nov., 1866.	Feb., 1867.	June 1867.	Total.
Rural Seminary.....		22	8	30
Rushford Academy.....				
St. Lawrence Academy.....		66	70	136
Sans Souci Seminary.....				
Sauquoit Academy.....	2	2	1	5
Schenectady Union School.....				
Schoharie Academy.....	1	26	42	69
Schuylerville Academy.....				
Seneca Falls Academy.....	14			14
Sodus Academy.....	3	12	13	28
Spencertown Academy.....	6	9	1	16
Spring Mills Academy.....				
S. S. Seward Inst. (Male Dep't).....		1		1
S. S. Seward Inst. (Female Dep't).....		6	5	11
Starkey Seminary.....	8	16	7	31
Syracuse High School.....	30	37		67
Troupsburgh Academy.....		12		12
Troy Academy.....			11	11
Troy Female Seminary.....		33	5	38
Troy High School.....	26	11		37
Trumansburgh Academy.....	2	6	5	13
Unadilla Academy.....		19	4	23
Union Academy of Belleville.....			11	11
Union Hall Academy.....	14	10	22	46
Union Village Academy.....	2	1		3
Utica Academy.....				
Utica Female Academy.....				
Vernon Academy.....	3	5	6	14
Wallkill Academy.....	10	15	11	36
Walton Academy.....	2	13	1	16
Walworth Academy.....				
Warrensburgh Academy.....	11	19	7	37
Warsaw Union School.....			1	1
Warwick Institute.....				
Washington Academy.....	7	8	9	24
Waterloo Union School.....	4	9	1	14
Watertown High School.....	4	6		10
Watkins Academy.....	11		1	12
Waverly Institute.....	5	9		14
Webster Academy.....		21		21
Westfield Academy.....	17	20	11	48
West Winfield Academy.....	4	32	2	38

APPENDIX TO SCHEDULE No. 3—Continued.

NAMES OF ACADEMIES.	Nov., 1866.	Feb., 1867.	June 1867.	Total.
Whitestown Seminary.....	14	30	19	63
Whitney's Point Union Free School.....		1	3	4
Wilson Collegiate Institute.....		4	.....	4
Windsor Academy.....	19	2	.....	21
Windsor Academy.....		18	5	23
Windsor Polytechnic Institute.....	11	.....	.....	11
	1,195	2,265	1,312	4,772

SCHEDULE No. 4,

Containing abstracts from academic reports for 1867, for the year ending between the 15th of June and the 15th of September of said year, exhibiting a statement of the permanent endowments and other property belonging to the several academies from which reports were received, with the amount of debts due from them respectively.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library, and apparatus.	Other academic property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Academy at Little Falls.....	\$15,000	\$444	\$619	\$16,063	\$6	\$16,069	-----
Academy of Dutchess County.....	14,000	327	674	15,001	1,128	16,129	\$96
Albany Academy.....	90,000	1,874	2,208	94,082	3,167	97,249	-----
Albany Female Academy.....							
Albion Academy.....	7,800	836	350	8,986	693	9,679	300
Ames Academy.....	2,588	157	185	2,930	350	3,280	-----
Andes Collegiate Institute.....	12,500	200	200	12,900	78	12,978	4,572
Angelica Academy.....	4,945	565	150	5,660	94	5,754	-----
Antwerp Liberal Literary Institute.....	12,283	454	665	13,402	336	13,738	-----
Arcade Academy.....	7,000	209	205	7,414	529	7,943	1,325
Argyle Academy.....	3,600	1,525	250	5,375	43	5,418	191
Attica Union School.....	12,000	349	173	12,522	582	13,104	-----
Auburn Academic High School.....	12,500	350	530	13,380	-----	13,380	-----
Augusta Academy.....	2,487	390	275	3,152	-----	3,152	-----
Aurora Academy.....	13,000	655	415	14,070	260	14,330	-----

NAME OF SCHOOL	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
Batavia Union School.....	6,744	1,112	629	7,421	8,485	9,142	485					
Binghamton Academy		3,168	742	3,910	3,452	4,116						
Brookfield Academy.....	3,000	215	237	3,452	3,452	3,452						
Brookfield Collegiate & Poly. Inst. .	105,548	2,090	3,119	110,757	110,757	122,733	18,500					
Buffalo Central School.....	35,000	1,136	1,447	37,583	37,583	40,524						
Buffalo Female Academy.....	51,500	1,365	2,739	55,604	55,604	59,282	4,040					
Cambridge Washington Academy ..	6,550	1,281	463	8,694	8,694	12,570	1,818					
Canajoharie Academy	5,506	400	400	6,406	6,406	6,406						
Canandaigua Academy	15,000	854	1,431	17,285	17,285	30,793						
Canton Academy	3,300	650	450	4,400	4,400	6,204						
Cary Collegiate Seminary	18,700	755	250	19,705	19,705	39,705	863					
Catskill Free Academy	6,000	155	201	6,366	6,366	6,366						
Cayuga Lake Academy	13,000	3,791	300	17,091	17,091	23,606						
Chamberlain Institute	21,420	400	277	22,097	22,097	67,121	276					
Champlain Academy	5,504	331	552	6,387	6,387	6,708	453					
Chester Academy	3,050	1,220	1,009	5,279	5,279	5,621	334					
Cincinnati Academy	3,983	504	465	4,592	4,592	5,052	5,052					
Clarence Academy	5,000	178	151	5,329	5,329	5,867						
Claverack Academy & H. River Inst.	42,027	1,077	876	43,980	43,980	58,797	1,400					
Clinton Academy	2,600	376	211	3,187	3,187	3,305						
Clinton Grammar School.....	20,500	800	260	21,560	21,560	21,560	17,000					
Clinton Liberal Institute	36,500	1,914	1,100	39,514	39,514	57,174						
Corning Free Academy	10,600	200	300	11,100	11,100	11,425						
Cortland Academy	5,000	1,400	1,203	7,603	7,603	10,328	232					
Cortlandville Academy	5,000	918	540	6,458	6,458	6,458						
Coxsackie Academy	3,460	151	162	3,773	3,773	4,098	43					

<i>Fort Plain Sem. and Fem. Col. Inst.</i>	25,000	150	940	26,090	3,393	26,090	26,090	862
Franklin Academy, Malone.....	9,000	450	100	9,550	3,393	9,550	12,943	1,998
Franklin Academy, Prattsburg.....	10,000	1,348	382	11,730	794	11,730	12,524	1,208
Fredonia Academy.....	6,500	2,962	1,027	10,489	537	10,489	11,026	2,714
Friends' Academy.....	23,850	335	816	25,001	4,227	25,001	29,228	368
Friendship Academy.....	3,633	227	454	4,314	---	4,314	4,314	1,350
Genesee Valley Seminary.....	5,935	377	251	6,563	401	6,563	6,964	4,512
Genesee Wesleyan Seminary.....	35,000	1,516	3,589	40,105	9,800	40,105	49,905	246
Genesee and Wyoming Seminary.....	7,410	945	1,114	9,469	2,520	9,469	11,989	---
Genesee Academy.....	14,500	500	410	15,410	11,100	15,410	26,510	---
Geneva Classical and Union School.....	10,000	1,700	516	12,216	10,597	12,216	22,813	---
Gilbertsville Academy and Col. Inst.....	5,650	656	505	6,811	2,500	6,811	9,311	---
Glen's Falls Academy.....	6,888	168	312	7,368	1,048	7,368	8,416	---
Gloversville Union Seminary.....	20,000	417	714	21,131	2,000	21,131	23,131	---
Gouverneur Wesleyan Seminary.....	8,500	740	1,650	10,890	179	10,890	11,069	---
Grammar School of Madison Univ'y.....	---	678	250	928	---	928	928	---
Greenville Academy.....	2,950	322	229	3,501	---	3,501	3,501	---
Griffith Institute.....	9,400	267	790	10,457	150	10,457	10,607	---
Groton Academy.....	6,500	889	600	7,989	---	7,989	7,989	---
Half Moon Academy.....	2,555	193	405	3,153	190	3,153	3,343	---
Hartford Academy.....	3,000	150	168	3,318	438	3,318	3,756	---
Hartwick Seminary.....	9,191	1,641	622	11,454	18,067	11,454	29,521	---
Holley Academy.....	3,100	320	206	3,626	---	3,626	3,626	6
Hudson Academy.....	3,200	262	243	3,705	487	3,705	4,192	---
Hungerford Collegiate Institute.....	17,300	653	264	18,217	12,136	18,217	30,353	2,000
Huntington Union School.....	9,290	511	356	10,157	275	10,157	10,432	---
Ithaca Academy.....	18,000	525	1,685	20,210	7,606	20,210	27,816	---

SCHEDULE No. 4—Continued.

PERMANENT ENDOWMENTS.				Total value of lot, buildings, library and apparatus.	Other non- academic property.	Total value of the whole.	Debits due by academy.
Academy.	Value of academy lot and building.	Value of library.	Value of apparatus.				
1st.		\$477	\$600	\$1,077		1,077	
---	\$5,000	314	878	6,192	528	6,720	1,016
---	9,652	502	350	10,504		10,504	
---	5,000	370	400	5,770		5,770	
---	3,816	274	474	4,564	20	4,584	116
---	4,000	550	350	4,900	125	5,025	11
---	18,000	591	430	19,021	5,100	24,121	6,800
---	3,501	330	182	4,013	7	4,020	640
---	4,200	353	340	4,893	6,146	11,039	
---	3,935	316	216	4,467	74	4,541	37
---	8,600	438	150	9,188	33	9,221	
---	30,000	307	795	31,102	4,805	35,907	3,400
---	1,400	241	164	1,805	1,016	2,821	116
---	21,300	418	1,338	23,056	3,084	26,140	600
---	15,500	1,197	967	17,664	1,000	18,664	3,124
---	12,500	350	400	13,250	319	13,569	
---	4,988	260	716	5,964	300	6,264	600
---	3,000	335	200	3,535	215	3,750	88
---	4,600	151	167	4,918	638	5,556	768
---	11,959	100	1,006	13,065	100	14,065	
---	400		101	401	900	1,301	
			1,346	13,795			

Mechanicville Academy.....	5,839	280	189	4,939	1,800	6,739	-----
Medina Academy.....	6,500	457	393	6,512	800	6,812	1,600
Mexico Academy.....	14,000	1,200	973	7,236	-----	7,236	1,168
Middlebury Academy.....	5,500	1,405	693	16,173	1,126	17,299	-----
Monroe Academy.....	5,500	251	154	7,538	3,861	11,399	-----
Montgomery Academy.....	6,000	260	340	5,905	-----	5,905	-----
Monticello Academy.....	8,500	182	266	6,600	500	7,100	421
Moravia Institute.....	2,200	359	200	8,948	1,926	10,874	380
Mount Morris Union School.....	5,000	522	157	2,759	154	2,913	206
Mount Pleasant Academy.....	24,300	1,688	300	5,679	16	5,695	16
Munro Collegiate Institute.....	22,800	946	1,212	26,288	3,530	29,818	8,031
Naples Academy.....	17,300	847	264	24,958	14,531	39,489	-----
Newark Union Free School.....	10,179	539	1,832	18,411	-----	18,411	1,265
New Berlin Academy.....	3,500	233	272	12,550	468	13,018	-----
New Paltz Academy.....	7,900	718	552	4,005	100	4,105	-----
New York Central Academy.....	15,900	163	151	9,170	537	9,707	-----
New York Con. Sem. & Coll. Inst.....	20,500	300	250	16,214	300	16,514	717
North Granville Ladies' Seminary.....	20,700	465	360	21,050	2,000	23,050	1,236
Norwich Academy.....	8,400	788	786	21,525	12,833	34,358	7,500
Ogdensburg Educational Institute.....	6,000	2,463	500	9,974	130	10,104	500
Olean Academy.....	7,500	278	550	8,963	-----	8,963	-----
Oneida Seminary.....	19,900	365	563	8,328	400	8,728	995
Oneida Conference Seminary.....	63,500	2,617	3,378	20,828	775	21,603	3,059
Onondaga Academy.....	13,100	600	250	69,495	13,800	83,295	9,665
Ontario Female Seminary.....	22,000	1,061	920	13,950	2,269	16,219	3,252
Oswego High School.....	-----	1,963	568	23,981	-----	23,981	18,000
				2,531	-----	2,531	-----

SCHEDULE No. 4—Continued.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library, and apparatus.	Other academic property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Owego Academy	\$6,000	\$475	\$1,196	\$7,671	\$445	\$8,116	\$904
Oxford Academy	9,350	938	1,150	11,438	2,929	14,367	850
Packer Collegiate Institute	123,700	2,769	3,100	129,569	21,702	151,271	-----
Palmyra Classical and Union School	13,000	1,214	789	15,003	1,877	16,880	-----
Palatine Bridge Union Free School	3,281	178	180	3,639	-----	3,639	-----
Peekskill Academy	22,627	562	425	23,614	138	23,752	7,666
Penfield Seminary	6,617	240	200	7,057	117	7,174	64
Penn Yan Academy	15,200	838	568	16,606	-----	16,606	-----
Perry Academy	16,750	600	300	17,650	1,600	19,250	-----
Phelps Union and Classical School	6,100	450	260	6,810	906	7,716	-----
Phipps Union Seminary	10,200	865	341	11,406	2,047	13,453	-----
Pike Seminary	7,800	330	453	8,583	500	9,083	176
Plattsburg Academy	6,100	207	250	6,557	454	7,011	-----
Ponapey Academy	5,400	409	169	5,978	1,781	7,759	3
Port Byron Free School and Acad	8,103	809	227	9,139	393	9,532	5,700
Prospect Academy	2,900	275	300	3,475	1,400	4,875	-----
Pulaski Academy	10,400	463	483	11,346	3,800	15,146	-----
Red Creek Union Seminary	10,550	310	350	11,210	825	12,035	-----
Rochester Female Academy	18,000	-----	514	18,514	300	18,814	-----
Rochester Free Academy	18,000	-----	514	18,514	300	18,814	-----

<i>Rogersville Union Seminary</i>	8,600	257	240	9,097	350	9,447	-----	927
<i>Rome Academy</i>	11,500	380	654	12,534	175	12,709	-----	-----
<i>Rural Seminary</i>	4,267	603	150	5,020	-----	5,020	-----	-----
<i>Rushford Academy</i>	5,968	284	627	6,879	26	6,905	-----	-----
<i>St. Lawrence Academy</i>	10,000	1,138	650	11,788	1,601	13,389	-----	767
<i>Sauquoit Academy</i>	4,000	240	493	4,733	-----	4,733	-----	368
<i>Schenectady Union School</i>	43,560	4,506	200	48,266	2,134	50,400	-----	-----
<i>Schoharie Academy</i>	4,650	549	350	5,549	166	5,715	-----	1,000
<i>Seneca Falls Academy</i>	3,400	456	409	4,256	3,228	7,484	-----	-----
<i>Sodus Academy</i>	3,400	318	285	4,003	424	4,427	-----	191
<i>Spencertown Academy</i>	2,750	217	193	3,160	11	3,171	-----	-----
<i>S. S. Seward Institute</i>	14,000	340	200	14,540	22,497	37,037	-----	-----
<i>Starkey Seminary</i>	18,300	1,295	440	20,035	-----	20,035	-----	-----
<i>Syracuse High School</i>	-----	6,032	925	6,957	-----	6,957	-----	-----
<i>Troy Academy</i>	10,000	174	268	10,442	31	10,473	-----	-----
<i>Troy Female Seminary</i>	12,100	1,910	904	14,914	-----	14,914	-----	-----
<i>Troy High School</i>	28,000	655	1,068	29,723	500	30,223	-----	-----
<i>Trumansburgh Academy</i>	5,160	506	743	6,409	-----	6,409	-----	-----
<i>Unadilla Academy</i>	3,500	380	202	4,082	152	4,234	-----	342
<i>Union Academy of Belleville</i>	16,850	981	631	18,462	130	18,592	-----	-----
<i>Union Hall Academy</i>	16,400	600	150	17,150	270	17,420	-----	3,000
<i>Union Village Academy</i>	5,377	309	385	6,071	1,025	7,096	-----	425
<i>Utica Academy</i>	30,000	6	-----	30,006	486	30,492	-----	-----
<i>Vernon Academy</i>	3,000	400	350	3,750	105	3,855	-----	-----
<i>Wallkill Academy</i>	9,000	350	600	9,950	60	10,010	-----	1,000
<i>Walton Academy</i>	5,112	848	493	6,453	153	6,606	-----	-----
<i>Walworth Academy</i>	8,440	222	560	9,222	1,332	10,554	-----	579

SCHEDULE No. 4,

Containing abstracts from academic reports for 1867, for the year ending between the 15th of June and the 15th of September of said year, exhibiting a statement of the permanent endowments and other property belonging to the several academies from which reports were received, with the amount of debts due from them respectively.

ACADEMIES.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library, and apparatus.	Other academic property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Academy at Little Falls.....	\$15,000	\$444	\$619	\$16,063	\$6	\$16,069	.....
Academy of Dutchess County.....	14,000	327	674	15,001	1,128	16,129	\$96
Albany Academy	90,000	1,874	2,208	94,082	3,167	97,249	.....
Albany Female Academy .....	.....	.....	.....	.....	.....	.....	.....
Albion Academy	7,800	836	350	8,986	693	9,679	300
Ames Academy.....	2,588	157	185	2,930	350	3,280	.....
Andes Collegiate Institute.....	12,500	200	200	12,900	78	12,978	4,572
Angelica Academy	4,945	565	150	5,660	94	5,754	.....
Antwerp Liberal Literary Institute.....	12,283	454	665	13,402	336	13,738	.....
ArCADE Academy	7,000	209	205	7,414	529	7,943	1,325
.....	3,600	1,525	250	5,375	43	5,418	191
.....	12,000	349	173	12,522	582	13,104	.....
.....	.....	350	530	13,380	.....	13,380	.....

Baldwinsville Academy	6,800	400	221	7,421	7,421	485
Batavia Union School	6,744	1,112	629	8,485	9,142	
Binghamton Academy		3,168	742	3,910	4,116	
Brookfield Academy	3,000	215	237	3,452	3,452	
Brookfield Collegiate & Poly. Inst.	105,548	2,090	3,119	110,757	122,733	18,500
Buffalo Central School	35,000	1,136	1,447	37,583	40,524	
Buffalo Female Academy	51,500	1,365	2,739	55,604	59,282	4,040
Cambridge Washington Academy	6,950	1,281	463	8,694	12,570	1,818
Canajoharie Academy	5,306	400	400	6,406	6,406	
Canandaigua Academy	15,000	854	1,431	17,285	30,793	
Canton Academy	3,300	650	450	4,400	6,204	
Cary Collegiate Seminary	18,700	755	250	19,705	39,705	883
Catskill Free Academy	6,000	155	201	6,366	6,366	
Cayuga Lake Academy	13,000	3,791	300	17,091	23,606	
Chamberlain Institute	21,420	400	277	22,097	67,121	276
Champlain Academy	5,504	331	552	6,387	6,708	453
Chester Academy	3,050	1,220	1,009	5,279	5,621	334
Cincinnati Academy	3,983	504	465	4,592	5,052	5,052
Clarence Academy	5,000	178	151	5,329	5,867	
Claverack Academy & H. River Inst.	42,027	1,077	876	43,980	58,797	1,400
Clinton Academy	2,600	376	211	3,187	3,305	
Clinton Grammar School	20,500	800	260	21,560	21,560	17,000
Clinton Liberal Institute	36,500	1,914	1,100	39,514	57,174	
Corning Free Academy	10,600	200	300	11,100	11,425	
Cortland Academy	5,000	1,400	1,203	7,603	10,328	232
Cortlandville Academy	5,000	918	540	6,458	6,458	
Coxsackie Academy	3,460	151	162	3,773	4,098	43

SCHEDULE No. 4—Continued.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library and apparatus.	Other academy property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Dansville Seminary	14,931	1,000	400	16,331	600	16,931	485
Deaf and Dumb Institution	27,000	1,541	500	29,041	5,250	34,291	1,200
Delaware Academy	31,500	1,826	1,514	34,840	1,408	36,248	3,438
Delaware Literary Institute	6,750	205	189	7,144	---	7,144	288
Deposit Academy	9,000	430	463	9,893	1,102	10,995	1,911
De Ruyter Institute	2,400	243	180	2,823	---	2,823	---
Dundee Academy	6,300	700	225	7,225	641	7,866	479
East Bloomfield Academy	15,650	500	500	16,650	2,000	18,650	2,824
East Genesee Conference Seminary	3,650	334	160	4,144	22	4,166	---
Ellington Academy	26,501	333	691	27,525	219	27,744	---
Elmira Free Academy	11,000	2,928	423	14,351	8,049	22,400	55
Erasmus Hall Academy	4,800	414	150	5,364	15,116	20,480	610
Evans Academy	21,000	1,484	1,420	23,904	4,719	28,623	4,800
Fairfield Academy	17,700	906	1,079	19,685	2,100	21,785	1,443
Falley Seminary	12,060	810	159	12,529	380	12,909	2,651
Farmers' Hall Academy	2,150	250	200	2,600	1,046	3,646	470
Forestville Free Academy	76,000	940	---	76,940	65	77,885	---
Fort Covington Academy	---	---	---	---	---	---	---
Fort Edward Collegiate Institute	---	---	---	---	---	---	---

Portman Sem. and Fam. Col. Inst.	25,000	150	940	26,090	3,393	26,090	862
Franklin Academy, Malone	9,000	450	100	9,550	3,393	12,943	1,998
Franklin Academy, Prattsburg	10,000	1,348	382	11,730	794	12,524	1,208
Fredonia Academy	6,500	2,962	1,027	10,489	537	11,026	29,228
Friends' Academy	23,850	335	816	25,001	4,227	4,314	6,964
Friendship Academy	3,633	227	454	4,314	401	9,800	2,714
Genesee Valley Seminary	5,935	377	251	6,563	9,800	49,905	2,714
Genesee Wesleyan Seminary	35,000	1,516	3,589	40,105	2,520	11,989	2,714
Genesee and Wyoming Seminary	7,410	945	1,114	9,469	11,100	26,510	2,714
Genesee Academy	14,500	500	410	15,410	10,597	22,813	368
Geneva Classical and Union School	10,000	1,700	516	12,216	2,500	9,311	1,350
Gilbertsville Academy and Col. Inst.	5,650	656	505	6,811	1,048	8,416	4,512
Glen's Falls Academy	6,888	168	312	7,368	2,000	11,069	246
Gloversville Union Seminary	20,000	417	714	21,131	179	928	65
Gouverneur Wesleyan Seminary	8,500	740	1,650	10,890	150	3,501	10,607
Grammar School of Madison Univ'y.		678	250	928		7,989	3,343
Greenville Academy	2,950	322	229	3,501		3,756	29,521
Griffith Institute	9,400	267	790	10,457	487	3,626	6
Groton Academy	6,500	889	600	7,989		4,192	
Half Moon Academy	2,555	193	405	3,153	190	30,353	2,000
Hartford Academy	3,000	150	168	3,318	438	10,432	
Hartwick Seminary	9,191	1,641	622	11,454	18,067	27,816	
Holley Academy	3,100	320	206	3,626			
Hudson Academy	3,200	262	243	3,705			
Hungerford Collegiate Institute	17,300	653	264	18,217	12,136		
Huntington Union School	9,290	511	356	10,157	275		
Ithaca Academy	18,000	525	1,685	20,210	7,606		

SCHEDULE No. 4—Continued.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library and apparatus.	Other academy property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Dausville Seminary	14,931	1,000	400	16,331	600	16,931	485
Deaf and Dumb Institution	27,000	1,541	500	29,041	5,250	34,291	1,200
Delaware Academy	31,500	1,826	1,514	34,840	1,408	36,248	3,438
Delaware Literary Institute	6,750	205	189	7,144	-----	7,144	288
Deposit Academy	9,000	430	463	9,893	1,102	10,995	1,911
De Ruyter Institute	2,400	243	180	2,823	-----	2,823	-----
Dundee Academy	6,300	700	225	7,225	641	7,866	479
East Bloomfield Academy	15,650	500	500	16,650	2,000	18,650	2,824
East Genesee Conference Seminary	3,650	334	160	4,144	22	4,166	-----
Ellington Academy	26,501	333	691	27,525	219	27,744	-----
Elmira Free Academy	11,000	2,928	423	14,351	8,049	22,400	55
Erasmus Hall Academy	4,800	414	150	5,364	15,116	20,480	610
Evans Academy	21,000	1,484	1,420	23,904	4,719	28,623	4,800
Fairfield Academy	17,700	906	1,079	19,685	2,100	21,785	1,443
Falley Seminary	-----	-----	-----	-----	-----	-----	-----
Farmers' Hall Academy	12,060	810	159	12,529	380	12,909	2,651
Forestville Free Academy	2,150	250	200	2,600	1,046	3,646	470
Fort Covington Academy	76,000	940	1,380	78,320	65	78,385	-----
Fort Edward Collegiate Institute	-----	-----	-----	-----	-----	-----	-----

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SCHEDULE No. 4—Continued.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library and apparatus.	Other academic property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and building.	Value of library.	Value of apparatus.				
Jamestown Union Sch'l & Coll. Inst.	-----	\$477	\$600	\$1,077	-----	1,077	-----
Johnstown Academy	\$5,000	314	878	6,192	528	6,720	1,616
Jonesville Academy	9,652	502	350	10,504	-----	10,504	-----
Jordan Academy	5,000	370	400	5,770	-----	5,770	-----
Keeseville Academy	3,816	274	474	4,564	20	4,584	115
Kinderhook Academy	4,000	550	350	4,900	125	5,025	11
Kingston Academy	18,000	591	430	19,021	5,100	24,121	5,800
Knoxville Academy	3,501	330	182	4,013	7	4,020	540
Lansingburgh Academy	4,200	353	340	4,893	6,146	11,039	-----
Lawrenceville Academy	3,935	316	216	4,467	74	4,541	37
Leavenworth Institute	8,600	438	159	9,197	33	9,230	-----
Le Roy Academic Institute	30,000	307	795	31,102	4,805	35,907	3,400
Liberty Normal Institute	1,400	241	164	1,805	1,616	3,421	116
Lockport Union School	21,300	418	1,338	23,056	3,084	26,140	599
Lowville Academy	15,500	1,197	967	17,664	1,090	18,755	3,128
Lyons Union School	12,500	350	400	13,250	319	13,569	-----
Macedon Academy	4,988	260	716	5,964	300	6,264	550
Manlius Academy	3,000	335	200	3,535	215	3,750	83
Marathon Academy	4,600	151	167	4,918	638	5,556	762
Marion Collegiate Institute	11,959	490	1,346	13,795	996	14,791	-----

<i>Marshall Seminary of Fashion.....</i>	4,200	300	189	4,939	1,800	6,739	-----
Mechanicville Academy.....	5,839	280	393	6,512	300	6,812	1,600
Medina Academy.....	6,500	457	279	7,236	-----	7,286	1,168
Mexico Academy.....	14,000	1,200	973	16,173	1,126	17,299	-----
Middlebury Academy.....	5,500	1,405	633	7,538	3,861	11,399	-----
Monroe Academy.....	5,500	251	154	5,905	-----	5,905	-----
Montgomery Academy.....	6,000	260	340	6,600	500	7,100	421
Monticello Academy.....	8,500	182	266	8,948	1,926	10,874	380
Moravia Institute.....	2,200	359	200	2,759	154	2,913	206
Mount Morris Union School.....	5,000	522	157	5,679	16	5,695	16
Mount Pleasant Academy.....	24,300	1,688	300	26,288	3,530	29,818	8,031
Munro Collegiate Institute.....	22,800	946	1,212	24,958	14,531	39,489	-----
Naples Academy.....	17,300	847	264	18,411	-----	18,411	1,265
Newark Union Free School.....	10,179	539	1,832	12,550	468	13,018	-----
New Berlin Academy.....	3,500	233	272	4,005	100	4,105	-----
New Paltz Academy.....	7,900	718	552	9,170	537	9,707	-----
New York Central Academy.....	15,900	163	151	16,214	300	16,514	717
New York Con. Sem. & Coll. Inst.....	20,500	300	250	21,050	2,000	23,050	1,236
North Granville Ladies' Seminary.....	20,700	465	360	21,525	12,833	34,358	7,500
Norwich Academy.....	8,400	788	786	9,974	130	10,104	500
Ogdensburg Educational Institute.....	6,000	2,463	500	8,963	-----	8,963	-----
Olean Academy.....	7,500	278	550	8,328	400	8,728	995
Oneida Seminary.....	19,900	365	563	20,828	775	21,603	3,059
Oneida Conference Seminary.....	63,500	2,617	3,378	69,495	13,800	83,295	9,665
Onondaga Academy.....	13,100	600	250	13,950	2,269	16,219	3,252
Ontario Female Seminary.....	22,000	1,061	920	23,981	-----	23,981	18,000
Oswego High School.....	-----	1,963	568	2,531	-----	2,531	-----

SCHEDULE No. 4—Continued.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library, and apparatus.	Other academic property.	Total value of the whole.	Debt due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Owego Academy	\$6,000	\$475	\$1,196	\$7,671	\$445	\$8,116	\$904
Oxford Academy	9,350	938	1,150	11,438	2,929	14,367	850
Packer Collegiate Institute	122,700	2,769	3,100	129,569	21,702	151,271	-----
Palmyra Classical and Union School ..	13,000	1,214	789	15,003	1,877	16,880	-----
Palatine Bridge Union Free School ..	3,281	178	180	3,639	-----	3,639	-----
Peekskill Academy	22,627	562	425	23,614	138	23,752	7,666
Penfield Seminary	6,617	240	200	7,057	117	7,174	64
Penn Yan Academy	15,200	838	568	16,606	-----	16,606	-----
Perry Academy	16,750	600	300	17,650	1,600	19,250	-----
Phelps Union and Classical School ..	6,100	450	260	6,810	906	7,716	-----
Phipps Union Seminary	10,200	865	341	11,406	2,047	13,453	-----
Pike Seminary	7,800	330	453	8,583	500	9,083	176
Plattsburg Academy	6,100	207	250	6,557	454	7,011	-----
Pompey Academy	5,400	409	169	5,978	1,781	7,759	3
Port Byron Free School and Acad ..	8,103	909	227	9,139	393	9,532	5,700
Prospect Academy	2,900	275	300	3,475	1,400	4,875	-----
Pulaski Academy	10,400	463	483	11,346	3,800	15,146	-----
Red Creek Union Seminary	10,550	310	350	11,210	825	12,035	-----
Rochester Female Academy							

ENDOWMENTS.

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L'egersville Union Seminary	8,600	257	240	9,097	350	9,447	927
Romo Academy	11,500	380	654	12,534	175	12,709	
Rural Seminary	4,267	603	150	5,020		5,020	
Rushford Academy	5,968	284	627	6,879	26	6,905	
St. Lawrence Academy	10,000	1,138	650	11,788	1,601	13,389	767
Sauquoit Academy	4,000	240	493	4,733		4,733	368
Senectady Union School	43,560	4,506	200	48,266	2,134	50,400	
Schoharie Academy	4,650	549	350	5,549	166	5,715	1,000
Seneca Falls Academy	3,400	456	409	4,256	3,228	7,484	
Sodus Academy	3,400	318	285	4,003	424	4,427	191
Spencertown Academy	2,750	217	193	3,160	11	3,171	
S. S. Seward Institute	14,000	340	200	14,540	22,497	37,037	
Starkey Seminary	18,300	1,295	440	20,035		20,035	
Syracuse High School		6,032	925	6,957		6,957	
Troy Academy	10,000	174	268	10,442	31	10,473	
Troy Female Seminary	12,100	1,910	904	14,914		14,914	
Troy High School	28,000	655	1,068	29,723	500	30,223	
Trumansburgh Academy	5,160	506	743	6,409		6,409	
Unadilla Academy	3,500	380	202	4,082	152	4,234	342
Union Academy of Belleville	16,850	981	631	18,462	130	18,592	
Union Hall Academy	16,400	600	150	17,150	270	17,420	3,000
Union Village Academy	5,377	309	385	6,071	1,025	7,096	425
Utica Academy	30,000	6		30,006	486	30,492	
Vernon Academy	3,000	400	350	3,750	105	3,855	
Wallkill Academy	9,000	350	600	9,950	60	10,010	1,000
Walton Academy	5,112	848	493	6,453	153	6,606	
Walworth Academy	8,440	222	560	9,222	1,332	10,554	579

SCHEDULE No. 4—Continued.

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library, and apparatus.	Other academic property.	Total value of the whole.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Warrensburgh Academy	\$3,575	\$225	\$175	\$3,975	\$50	\$4,025	-----
Warsaw Union School	4,800	857	442	6,099	-----	6,099	-----
Warwick Institute	6,199	161	417	6,777	557	7,334	\$619
Washington Academy	5,150	337	800	6,287	-----	6,287	-----
Waterloo Union School	6,500	748	484	7,732	263	7,995	-----
Watertown High School	11,500	1,794	703	13,997	-----	13,997	-----
Watkins Academy	14,870	173	240	15,283	5,931	21,214	3,372
Waverly Institute	8,940	412	360	9,712	-----	9,712	-----
Webster Academy	4,200	158	186	4,544	-----	4,544	-----
Westfield Academy	5,300	828	589	6,717	-----	6,717	380
West Winfield Academy	11,365	700	955	13,020	-----	13,020	-----
Whitestown Seminary	66,000	1,304	1,237	68,541	14,250	82,791	14,805
Whitney's Point Union School	9,500	150	150	9,800	356	10,156	-----
Wilson Collegiate Institute	2,880	807	400	4,087	-----	4,087	-----
Windsor Academy	3,845	488	130	4,463	344	4,827	641
Yates Academy	3,772	517	391	4,680	50	4,730	118
Yates Polytechnic Institute	10,000	242	358	10,600	50	10,650	-----
	\$2,501,716	143,985	113,082	\$2,758,783	470,257	\$3,229,040	\$211,648

Containing abstracts showing the results of the general cash account for 1867, for the year ending between the 15th of June and the 15th of September of said year, of the several academies from which reports were received.

NAMES OF ACADEMIES.	Cash received during the year, including balance, if any, on hand at beginning of year.	Cash paid during the year, including balance, if any, due to treasurer at the beginning of year.	Balance in treasurer's hands due to academy.	Balance due to treasurer from academy.
Academy at Little Falls	\$2,573 31	\$2,566 75	\$6 56	-----
Academy of Dutchess County	4,234 44	4,214 36	20 08	-----
Albany Academy	12,164 23	12,154 74	9 49	-----
Albion Academy	3,163 99	3,121 37	42 62	-----
Alfred Academy	3,029 71	3,029 71	-----	-----
Ames Academy	46 67	40 16	6 51	-----
Andes Collegiate Institute	-----	-----	-----	-----
Angelica Academy	1,591 22	1,591 22	-----	-----
Antwerp Literary Institute	2,651 78	2,651 78	-----	-----
Arcade Academy	1,748 42	1,748 42	-----	-----
Argyle Academy	1,130 48	1,127 19	3 29	-----
Attica Union School	2,711 02	2,711 02	-----	-----
Auburn Academic High School	6,472 38	6,472 38	-----	-----
Augusta Academy	134 40	134 40	-----	-----
Aurora Academy	1,275 73	1,275 73	-----	-----
Baldwinsville Academy	2,412 00	2,412 00	-----	-----
Batavia Union School	4,890 53	4,598 70	291 83	-----

ACADEMIES.

SCHEDULE No. 5—Continued.

SCHEDULE No. 5—Continued.				
NAME OF ACADEMIES.	Cash received during the year, including balance, if any, on hand at beginning of year.	Cash paid during the year, if any, due to treasurer of year.	Balance in treasurer's hands due to academy.	Balance due to treasurer from academy.
Academy	\$3,669 63	\$3,669 63	\$449 12	\$40 69
Academy	60,821 80	60,372 68	39	
Academy	10,494 58	11,024 38		
Academy	10,983 69	3,379 28	417 19	
Academy	3,379 67	3,866 88	4 64	
Academy	3,379 88	6,334 74		
Academy	6,751 93	2,165 15		
Academy	2,169 79	3,399 56		
Academy	3,399 56	1,959 50		
Academy	1,959 50	4,385 97	25 79	
Academy	4,380 39	4,997 88	83 89	
Academy	1,023 67	2,284 36		
Academy	2,368 25	2,240 91	38 82	
Academy	2,240 91	1,537 80	14 85	
Academy	2,240 62	22,073 38		
Academy	1,576 62	22,088 23		
Academy	22,088 23	4,568 72		

<i>Clinton Liberal Institute</i>	25,952 69			1,830 08	.....
<i>Corning Free Academy</i>	3,888 08	24,122 61			.....
<i>Cortland Academy</i>	5,169 46	3,888 08			231 53
<i>Cortlandville Academy</i>	4,753 43	5,400 99			.....
<i>Coxsackie Academy</i>	1,830 24	4,753 43		87 58	.....
<i>Dansville Seminary</i>	2,440 88	1,742 66			.....
<i>Deaf and Dumb Institution</i>		2,440 88			.....
<i>Delaware Academy</i>	1,907 49	1,890 73	16 76		.....
<i>Delaware Literary Institute</i>	4,135 48	4,135 48			.....
<i>Deposit Academy</i>	1,177 31	1,177 31			.....
<i>De Ruyter Institute</i>	2,077 08	2,063 08	14 00		.....
<i>Dundee Academy</i>	1,400 98	1,400 98			.....
<i>East Bloomfield Academy</i>	2,272 39	2,283 74			11 35
<i>East Genesee Conference Seminary</i>	4,693 91	5,031 71			337 80
<i>Ellington Academy</i>	1,118 48	1,096 48	22 00		.....
<i>Elmira Free Academy</i>	5,673 32	5,673 32			.....
<i>Erasmus Hall Academy</i>	4,183 26	4,041 56	141 70		.....
<i>Evans Academy</i>	1,443 66	2,054 33			610 67
<i>Fairfield Academy</i>	16,734 01	16,214 44	519 57		.....
<i>Falley Seminary</i>	8,388 12	8,388 12			.....
<i>Forestville Free Academy</i>	1,940 61	2,092 12			151 51
<i>Fort Covington Academy</i>	1,300 67	1,770 67			470 00
<i>Fort Edward Collegiate Institute</i>	13,193 74	13,128 74	65 00		.....
<i>Fort Plain Seminary and Female Collegiate Inst.</i>	1,455 25	1,455 25			.....
<i>Franklin Academy, Malone</i>	2,704 16	3,115 18			411 02
<i>Franklin Academy, Prattsburg</i>	1,552 16	1,589 17			37 01
<i>Fredonia Academy</i>	1,595 41	2,503 23			907 82

SCHEDULE No. 5—Continued.

NAMES OF ACADEMIES.	Cash received during the year, including balance, if any, on hand at beginning of year.	Cash paid during the year, including balance, if any, due to treasurer at the beginning of year.	Balance in treasurer's hands due to academy.	Balance due to treasurer from academy.
Friends' Academy	\$12,277 25	\$12,050 00	\$227 25	-----
Friendship Academy	1,735 32	1,735 32	-----	-----
Genesee Valley Seminary	2,308 47	2,308 47	-----	-----
Genesee Wesleyan Seminary	13,615 51	13,615 51	-----	-----
Genesee and Wyoming Seminary	1,670 08	1,636 77	33 31	-----
Genesee Academy	3,478 99	4,050 80	-----	\$571 81
Geneva Classical and Union School	9,924 73	5,627 40	4,297 33	-----
Gilbertsville Academy and Collegiate Institute	1,728 73	1,728 73	-----	-----
Glen's Falls Academy	4,079 67	4,079 67	-----	-----
Gloversville Union Seminary	4,296 53	4,296 53	-----	-----
Gouverneur Wesleyan Seminary	3,361 43	3,361 43	-----	-----
Grammar School of Madison University	873 89	873 89	-----	-----
Greenville Academy	1,037 45	1,102 92	-----	65 47
Griffith Institute	1,376 59	1,376 59	-----	-----
Groton Academy	1,875 21	1,875 21	-----	-----
Halfmoon Academy	1,524 72	1,524 72	-----	-----
Hartford Academy	1,018 14	989 45	28 69	-----
Hartwick Seminary	1,715 83	1,691 00	24 83	-----
Holley Academy	942 09	947 77	-----	5 68
Hudson Academy	1,487 22	1,000 00	487 22	-----

Hungerford Collegiate Institute.....	5,098 80	4,711 51	387 29	-----
Huntington Union School.....	2,150 00	2,150 00	-----	-----
Ithaca Academy.....	5,287 27	4,941 19	346 08	-----
Jamestown Union School and Collegiate Inst.....	2,400 00	2,400 00	-----	-----
Johnstown Academy.....	2,275 59	2,275 59	-----	-----
Jonesville Academy.....	2,414 30	2,414 30	-----	-----
Jordan Academy.....	-----	-----	-----	-----
Keeseville Academy.....	1,273 54	1,273 54	-----	-----
Kinderhook Academy.....	1,228 41	1,239 39	-----	10 98
Kingston Academy.....	2,900 00	2,900 00	-----	-----
Knoxville Academy.....	690 96	684 05	6 91	-----
Lansingburgh Academy.....	4,326 83	3,680 93	645 90	-----
Lawrenceville Academy.....	2,493 67	2,493 67	-----	-----
Leavenworth Institute.....	1,703 00	1,670 00	33 00	-----
Le Roy Academic Institute.....	12,100 51	12,080 23	20 28	-----
Liberty Normal Institute.....	1,552 12	1,552 12	-----	-----
Lockport Union School.....	10,404 68	9,340 55	1,064 13	-----
Lowville Academy.....	3,435 91	3,294 33	141 58	-----
Lyons Union School.....	-----	-----	-----	-----
Macedon Academy.....	2,199 38	2,169 30	30 08	-----
Manlius Academy.....	1,632 52	1,600 40	32 12	-----
Marathon Academy.....	2,357 54	1,912 52	445 02	-----
Marion Collegiate Institute.....	1,408 90	1,319 22	89 68	-----
Marshall Seminary of Easton.....	869 84	869 84	-----	-----
Mechanicville Academy.....	4,878 36	4,728 34	150 02	-----
Medina Academy.....	2,238 53	2,238 53	-----	-----
Mexico Academy.....	4,123 15	4,123 15	-----	-----

SCHEDULE No. 5—Continued.

NAMES OF ACADEMIES.	Cash received during the year, including balance, if any on hand at beginning of year.	Cash paid during the year, including balance, if any, due to treasurer at the beginning of year.	Balance in treasurer's hands due to academy.	Balance due to treasurer from academy.
Middlebury Academy	\$1,587 81	\$1,541 98	\$45 83	-----
Monroe Academy	613 00	613 00	-----	-----
Montgomery Academy	1,564 67	1,585 48	-----	\$20 81
Monticello Academy	3,415 02	3,369 37	45 65	-----
Moravia Institute	1,145 54	1,055 88	89 66	-----
Mount Morris Union School	2,201 61	2,217 61	-----	16 00
Mount Pleasant Academy	9,108 26	8,978 05	130 21	-----
Munro Collegiate Institute	5,160 97	2,988 96	2,172 01	-----
Naples Academy	2,903 18	2,784 49	118 69	-----
Newark Union Free School	4,863 70	4,828 05	35 65	-----
New Berlin Academy	1,736 32	1,736 32	-----	-----
New Paltz Academy	2,016 23	1,934 29	81 94	-----
New York Central Academy	1,426 37	2,143 07	-----	716 70
New York Conference Seminary and Coll. Inst.	1,846 12	2,550 00	-----	703 88
North Granville Ladies' Seminary	26,066 01	26,066 01	-----	-----
Norwich Academy	3,602 36	3,602 36	-----	-----
Ogdensburg Educational Institute	1,500 00	1,500 00	-----	-----
Olean Academy	1,011 34	1,011 34	-----	-----
Oneida Seminary	6,208 33	6,208 33	-----	-----
Oneida Conference Seminary	7,839 25	8,394 37	-----	555 12

Onondaga Academy.....	5,487 04	5,487 04	.....
Ontario Female Seminary.....	5,634 87	5,634 87	.....
Oswego High School.....	3,300 67	3,300 67	.....
Owego Academy.....	2,940 02	3,844 26	904 24
Oxford Academy.....	4,722 32	4,187 72	534 60
Packer Collegiate Institute.....	46,610 57	35,662 80	10,947 77
Palmyra Classical and Union School.....	3,718 83	3,336 21	382 62
Palatine Bridge Union Free School.....	739 88	663 98	75 90
Peekskill Academy.....	8,647 75	8,509 26	138 49
Penfield Seminary.....	1,178 97	1,161 97	17 00
Penn Yan Academy.....	4,470 71	4,470 71	.....
Perry Academy.....	2,883 13	2,883 13	.....
Phelps Union and Classical School.....	4,633 07	3,926 26	706 81
Phipps Union Seminary.....	3,520 37	3,473 67	46 70
Pike Seminary.....	2,284 18	1,784 13	500 00
Plattsburg Academy.....	1,454 01	1,362 73	91 28
Pompey Academy.....	900 49	903 30	2 81
Port Byron Free School and Academy.....	3,747 55	3,500 29	247 26
Prospect Academy.....	587 42	587 42	.....
Pulaski Academy.....	3,182 25	3,182 25	.....
Red Creek Union Seminary.....	3,391 32	3,391 32	.....
Rochester Free Academy.....	4,200 00	4,200 00	.....
Rogersville Union Seminary.....	1,245 84	1,245 84	.....
Rome Academy.....	3,267 09	3,294 32	27 23
Rural Seminary.....	1,469 69	1,469 69	.....
Rushford Academy.....	2,022 53	1,995 98	26 55
St. Lawrence Academy.....	2,985 54	2,863 45	122 09

SCHEDULE No. 5—Continued.

NAMES OF ACADEMIES.	Cash received during the year, including balance, if any, on hand at beginning of year.	Cash paid during the year, including balance, if any, due to treasurer at the beginning of year.	Balance in treasurer's hands due to academy.	Balance due to treasurer from academy.
Sauquoit Academy	\$4,054 22	\$4,054 22	.....	.....
Schenectady Union School	16,430 57	14,761 25	\$1,669 32	.....
Schoharie Academy	2,234 13	2,218 18	15 95	.....
Seneca Falls Academy	1,315 47	1,087 09	228 38	.....
Sodus Academy	1,429 67	1,429 67	.....	.....
Spencertown Academy	667 74	656 04	11 70	.....
S. S. Seward Institute	5,319 42	2,821 94	2,497 48	.....
Starkey Seminary	2,329 04	2,329 04	.....	.....
Syracuse High School .....	.....	.....	.....	.....
Troy Academy	3,509 98	3,479 08	30 90	.....
Troy Female Seminary	9,412 73	10,196 00	.....	\$783 27
Troy High School	4,648 07	4,648 07	.....	.....
Trumansburgh Academy	1,760 00	1,760 00	.....	.....
Unadilla Academy	1,240 39	1,240 39	.....	.....
Union Academy of Belleville	6,071 55	6,066 28	5 27	.....
Union Hall Academy	2,144 24	1,873 51	270 73	.....
Union Village Academy	2,602 40	2,602 40	.....	.....
Utica Academy	18,675 16	18,439 16	236 00
Vernon Academy	635 85	530 03	105 82
Wallkill Academy	3,146 58	3,146 58

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Walton Academy.....	2,204 38	2,051 21	158 17	413 27
Walworth Academy.....	1,154 96	1,568 23	-----	-----
Warrensburgh Academy.....	1,844 38	1,844 38	-----	-----
Warsaw Union School.....	1,609 00	1,609 00	-----	-----
Warwick Institute.....	1,707 39	1,683 57	23 82	-----
Washington Academy.....	1,202 72	1,202 72	-----	-----
Waterloo Union School.....	5,346 27	5,083 69	262 58	-----
Watertown High School.....	3,634 66	3,634 66	-----	-----
Watkins Academy.....	1,832 77	1,832 77	-----	-----
Waverly Institute.....	2,459 05	2,459 05	-----	-----
Webster Academy.....	858 82	858 82	-----	-----
Westfield Academy.....	2,830 62	2,892 71	-----	62 09
West Winfold Academy.....	2,966 82	2,966 82	-----	-----
Whitestown Seminary.....	23,273 71	25,579 25	-----	2,305 54
Whitney's Point Union School.....	1,406 22	1,406 22	-----	-----
Wilson's Collegiate Institute.....	1,158 50	1,158 50	-----	-----
Windsor Academy.....	681 23	539 56	141 67	-----
Yates Academy.....	1,342 20	1,460 25	-----	118 05
Yates Polytechnic Institute.....	107 00	107 00	-----	-----
	\$828,034 31	\$803,720 26	\$34,811 98	\$10,497 93

SCHEDULE No. 6,

Containing a statement of the annual revenue for 1867, for the year ending between the 15th of June and the 15th of September of said year, for the several academies from which reports were received.

NAMES OF ACADEMIES.	Tuition collected, or considered collectable.	Interest or income of real & personal property including room rent accrued during said year.	From Reg's for annual apportionment from Literature Fund.	From Regents for education of teachers.	From other sources.	Total annual revenue.	Excess, if any, of annual revenue over expenditures.
Academy at Little Falls	\$2,045	-----	\$292	\$200	\$30	\$2,567	-----
Academy of Dutchess County	3,824	\$271	115	-----	-----	4,210	\$115
Albany Academy	10,747	136	213	-----	-----	11,096	-----
Albion Academy	2,375	250	255	200	-----	3,080	594
Alfred Academy	2,718	-----	341	-----	-----	3,059	5
Ames Academy	-----	25	-----	-----	-----	25	-----
Andes Collegiate Institute	-----	-----	-----	-----	-----	-----	-----
Angelica Academy	1,238	30	104	-----	220	1,592	-----
Antwerp Liberal Literary Institute	2,095	30	36	190	300	2,651	-----
Arcade Academy	1,256	39	481	-----	-----	1,776	28
Argyle Academy	972	53	91	-----	-----	1,116	3
Auburn Academic High School	850	-----	213	-----	5,409	6,472	212
Augusta Academy	101	-----	27	-----	6	134	-----
Aurora Academy	911	-----	-----	-----	-----	911	-----
Baldwinsville Academy	470	-----	67	-----	1,875	2,412	-----
Batavia Union School	165	-----	210	200	4,295	4,870	272
Binghamton Academy	4	-----	119	120	3,258	3,669	-----
	4						

Brookfield Academy.....	52,551					50	554	
Brooklyn Coll. and Polytechnic Inst..		920	210			1,519	55,210	7,236
Buffalo Central School.....			421			9,933	10,494	
Buffalo Female Academy.....	10,105	27	323			113	10,568	668
Cambridge Washington Academy.....	2,001	107	204			323	2,635	
Canajoharie Academy.....	615	15	106				866	
Canandaigua Academy.....	3,175	1,449	225				5,009	93
Canton Academy.....	1,710	105	210				2,165	
Cary Collegiate Seminary.....	1,547	1,446	97				3,398	
Catskill Free Academy.....	123					1,836	1,959	
Cayuga Lake Academy.....	1,926	450	123				2,699	
Chamberlain Institute.....	2,480	300	61			1	3,042	
Champlain Academy.....	341	6	110			15	582	
Chester Academy.....	1,377	71	97			711	2,256	
Cincinnati Academy.....	1,256	54	298			245	2,043	
Clarence Academy.....	1,119	28	152				1,499	
Claverack Acad. & Hudson River Inst.	17,907	3,157	791				21,855	482
Clinton Academy.....	532	36				42	610	
Clinton Grammar School.....	4,450		118				4,568	
Clinton Liberal Institute.....	5,522	633	195			18,847	25,197	1,074
Corning Free Academy.....	212		113			3,563	3,888	
Cortland Academy.....	3,395	224	429			21	4,269	
Cortlandville Academy.....	4,230		353				4,753	
Coxsackie Academy.....	1,355		164			273	1,792	50
Dansville Seminary.....	2,267		174				2,441	
Deaf and Dumb Institution.....								
Delaware Academy.....	1,100	290	310				1,897	7

SCHEDULE No. 6—Continued.

NAMES OF ACADEMIES.	Tuition collected, or considered collectable.	Interest or income of real and personal property inc'g room rent accrued during said year.	From Reg's for annual apportionment from Literature Fund.	From Reg's for education of teachers.	From other sources.	Total annual revenue.	Excess, if any, of annual revenue over expenditures.
Delaware Literary Institute	\$2,677	\$579	\$253	\$150	\$277	\$3,936	\$8
Deposit Academy	850				327	1,177	
De Ruyter Institute	1,411	891	82		31	2,415	
Dundee Academy	1,044	40	146			1,230	
East Bloomfield Academy	1,344				1,429	2,773	46
East Genesee Conference Seminary	3,256		219			3,475	
Ellington Academy	935	13	64		85	1,097	
Elmira Free Academy				222	5,451	5,673	
Erasmus Hall Academy	2,147	888			420	3,455	276
Evans Academy	464	1,050	46			1,560	
Fairfield Academy	4,100	1,770	425		9,835	16,130	
Falley Seminary	7,780	200	408			8,388	93
Forestville Free Academy	412				1,528	1,940	
Fort Covington Academy	385	178	304	200	600	1,667	
Fort Edward Collegiate Institute	11,563		1,065	200	65	12,893	
Fort Plain Seminary & Fom. Col. Inst.	1,000	300	155			1,455	
Franklin Academy, Malone	2,103	103	177	200	246	2,829	
Franklin Academy, Prattsburg	1,140	31	201	180		1,552	
Fredonia Academy	1,199		201	140		1,606	

Friends' Academy	4,200	.....	250	94	7,000	11,544	-----
Friendship Academy	1,135	85	131	134	250	1,735	-----
Genesee Valley Seminary	1,881	.....	274	200	3	2,808	-----
Genesee Wesleyan Seminary	4,153	1,609	667	200	6,986	13,615	-----
Genesee and Wyoming Seminary	416	192	152	140	.....	900	-----
Genesee Academy	2,669	247	195	200	568	3,879	60
Geneva Classical and Union School	48	.....	447	.....	6,122	6,616	990
Gilbertsville Academy and Col. Inst.	1,228	159	131	160	.....	1,678	-----
Glen's Falls Academy	3,354	.....	106	.....	619	4,079	175
Gloversville Union Seminary	4,132	.....	164	.....	.....	4,296	-----
Gouverneur Wesleyan Seminary	2,609	40	514	200	.....	3,363	122
Grammar School of Madison Univ'y	822	.....	52	.....	.....	874	-----
Greenville Academy	600	.....	55	200	130	985	-----
Griffith Institute	1,175	.....	131	70	.....	1,376	-----
Groton Academy	1,265	.....	399	200	.....	1,864	-----
Halfmoon Academy	1,476	50	100	.....	.....	1,626	-----
Hartford Academy	687	8	.....	.....	323	1,018	29
Hartwick Seminary	215	1,075	70	90	200	1,650	-----
Holley Academy	880	4	58	.....	.....	942	31
Hudson Academy	800	200	91	.....	.....	1,091	91
Hungerford Collegiate Institute	3,005	730	350	190	500	4,775	63
Huntington Union School	775	.....	161	.....	1,214	2,150	-----
Ithaca Academy	3,891	528	420	110	.....	4,949	586
Jamestown Union School & Col. Inst.	1,208	.....	103	170	919	2,400	-----
Johnstown Academy	2,415	100	149	40	.....	2,704	30
Jonesville Academy	1,769	370	155	120	.....	2,414	-----
Jordan Academy	.....	.....	.....	.....	.....	.....	-----

SCHEDULE No. 6—Continued.

NAMES OF ACADEMIES.	Tuition collected, or considered collectable.	Interest or income of real & personal property, including room rent accrued during said year.	From Reg's for annual apportionment from Literature Fund.	From Reg's for education of teachers.	From other sources.	Total annual revenue.	Excess, if any of annual revenue over expenditures.
Keeseville Academy.....	\$1,025	-----	\$58	\$190	-----	\$1,273	-----
Kinderhook Academy.....	1,064	\$60	64	40	-----	1,228	-----
Kingston Academy.....	193	350	97	-----	\$2,260	2,900	-----
Knoxville Academy.....	455	13	61	-----	102	631	\$8
Lansingburgh Academy.....	3,332	615	79	150	-----	4,176	495
Lawrenceville Academy.....	1,979	6	268	200	61	2,514	-----
Leavenworth Institute.....	266	95	33	170	1,096	1,657	-----
Le Roy Academic Institute.....	4,909	-----	91	-----	7,100	12,100	20
Liberty Normal Institute.....	1,227	30	146	175	-----	1,578	-----
Lockport Union School.....	5,435	-----	326	164	3,788	9,713	1,214
Lowville Academy.....	2,606	147	317	200	-----	3,270	-----
Lyons Union School.....	-----	-----	-----	-----	-----	-----	-----
Macedon Academy.....	1,591	116	406	-----	-----	2,113	-----
Manlius Academy.....	1,284	-----	27	-----	173	1,484	-----
Marion Collegiate Institute.....	1,162	95	152	-----	-----	1,409	90
Marshall Seminary of Easton.....	700	12	58	-----	100	870	-----
Mechanicville Academy.....	4,200	425	216	-----	-----	4,841	113
Medina Academy.....	1,926	-----	158	-----	154	2,238	-----
Mexico Academy.....	2,709	214	385	200	242	3,700	-----

Montrose Academy.....	380	33	200	618	---
Montroe Academy.....	1,315	119	100	1,534	---
Montgomery Academy.....	3,142	100	200	3,669	---
Monticello Academy.....	810	94	200	1,104	93
Moravia Institute.....	583	152	1,482	2,217	---
Mount Morris Union School.....	6,450	64	205	9,009	791
Mount Pleasant Academy.....	2,090	438	200	3,755	925
Munro Collegiate Institute.....	2,513	115	160	2,848	64
Naples Academy.....	640	213	200	4,863	35
Newark Union Free School.....	1,428	176	132	1,736	---
New Berlin Academy.....	1,635	82	---	1,958	27
New Paltz Academy.....	1,307	97	25	1,429	---
New York Central Academy.....	600	146	200	1,846	---
New York Conf. Sem. and Col. Inst.	8,027	---	500	23,616	---
North Granville Ladies' Seminary.....	2,901	411	200	3,602	500
Norwich Academy.....	796	170	534	1,500	---
Ogdensburg Educational Institute.....	848	131	---	1,011	---
Olean Academy.....	3,471	150	200	4,805	---
Oneida Seminary.....	5,892	773	200	7,368	---
Oneida Conference Seminary.....	1,513	289	200	3,956	368
Onondaga Academy.....	6,280	198	50	6,528	---
Ontario Female Seminary.....	144	274	2,882	3,300	---
Oswego High School.....	2,738	432	200	3,370	---
Owego Academy.....	2,066	615	200	3,331	144
Oxford Academy.....	40,440	703	---	41,458	3,946
Packer Collegiate Institute.....	296	344	2,564	3,204	---
Palmyra Classical and Union School.....					

SCHEDULE No. 6—Continued.

NAMES OF ACADEMIES.	Tuition collected, or contributed collectible.	Interest or income of real property, including room rent accrued dur'g said yr.	From Reg's for annual apportionment from Literature Fund.	From Reg's for education of teachers.	From other sources.	Total annual revenue.	Excess, if any, of annual revenue over expendit's.
Palatine Bridge Union Free School	---	---	\$10	---	\$600	\$610	---
Peekskill Academy	\$4,799	\$3,757	52	---	40	8,648	\$697
Penfield Seminary	716	---	122	\$180	135	1,153	---
Penn Yan Academy	3,554	---	527	190	36	4,307	---
Perry Academy	2,704	36	143	---	---	2,883	---
Phelps Union and Classical School	526	---	113	---	3,367	4,006	80
Phipps Union Seminary	2,919	---	203	150	150	3,422	---
Pike Seminary	1,323	---	271	190	---	1,784	---
Plattsburg Academy	1,234	---	70	30	120	1,454	92
Pompey Academy	506	151	70	200	---	927	32
Port Byron Free School and Academy	338	---	85	---	3,104	3,527	27
Prospect Academy	505	---	82	---	---	587	---
Pulaski Academy	2,055	76	310	---	741	3,182	---
Red Creek Union Seminary	3,000	300	91	---	---	3,391	---
Rochester Free Academy	70	---	204	---	3,926	4,200	---
Rogersville Union Seminary	940	127	162	---	17	1,246	---
Rome Academy	2,792	30	252	120	---	3,194	---
Rural Seminary	1,159	---	107	---	204	1,470	---
Rushford Academy	930	10	---	---	1,518	1,861	27

REVENUES.

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SCHEDULE No. 6—Continued.

NAMES OF ACADEMIES.	Tuition collected, or considered collectable.	Interest or income of real & personal property, including room rent accrued during said year.	From Reg's for annual apportionment from Literature Fund.	From Grants for education of teachers.	From other sources.	Total annual revenue.	Excess, if any, of annual revenue over expenditures.
Waterloo Union School.....	\$506	\$27	\$119	\$150	\$4,543	\$5,345	\$262
Watertown High School.....	390	-----	140	-----	3,105	3,635	-----
Watkins Academy.....	605	-----	63	110	1,054	1,832	-----
Waverly Institute.....	2,009	3	213	200	-----	2,425	-----
Webster Academy.....	610	157	91	-----	-----	858	187
Westfield Academy.....	2,144	-----	487	200	-----	2,831	-----
West Winfield Academy.....	2,117	321	329	200	-----	2,967	-----
Whitestown Seminary.....	6,472	1,991	615	200	250	9,528	-----
Whitney's Point Union School.....	233	-----	-----	-----	1,173	1,406	-----
Wilson Collegiate Institute.....	684	-----	152	180	142	1,158	-----
Windsor Academy.....	508	50	-----	150	-----	708	2
Yates Academy.....	560	-----	-----	-----	782	1,342	-----
Yates Polytechnic Institute.....	107	-----	-----	-----	-----	107	-----
	\$467,649	\$56,812	\$36,237	\$14,391	196,210	\$771,299	\$28,194

EXPENDITURES.

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Containing a statement of the annual expenditures for 1867, for the year ending between the 15th of June and the 15th of September of said year, of the several Academies from which reports were received.

NAMES OF ACADEMIES.	Salaries or compensation of teachers.	Interest accrued during said year on debts due by academy.	Rent accrued during said year on property leased to academy.	Repairs of buildings or other academic property.	Fuel and all other incidental expenses.	Other annual expenditures.	Total annual expenditures.	Excess, if any, of annual expenditures over revenue.
Academy at Little Falls	\$2,155	---	---	\$80	\$292	\$40	\$2,567	---
Academy of Dutchess County	3,493	---	---	254	348	---	4,095	---
Albany Academy	10,073	---	---	671	1,501	---	12,245	\$1,149
Albion Academy	2,375	---	---	69	42	---	2,486	---
Alfred Academy	2,400	---	---	---	654	---	3,054	---
Ames Academy	---	---	---	38	2	---	40	15
Andes Collegiate Institute	---	---	---	---	---	---	---	---
Angelica Academy	1,000	---	---	66	525	---	1,591	---
Antwerp Liberal Literary Inst.	2,051	---	---	250	291	60	2,652	---
Arcade Academy	1,641	---	---	---	107	---	1,748	---
Argyle Academy	1,060	---	---	---	53	---	1,113	---
Auburn Academic High School	2,569	---	---	3,500	190	---	6,259	---
Augusta Academy	128	---	---	---	6	---	134	---
Aurora Academy	871	---	---	---	40	---	911	---
Baldwinsville Academy	2,000	---	---	250	162	---	2,412	---
Batavia Union School	3,000	---	---	216	437	946	4,599	---

SCHEDULE No. 7—Continued.

NAMES OF ACADEMIES.	Salaries or compensation of teachers.	Interest accrued during said year on debts due by academy.	Rent accrued during said year on property leased to academy.	Repairs of buildings or other real estate property.	Fuel and all other incidental expenses.	Other annual expenditures.	Total annual expenditures.	Excess, if any, of annual expenditures over revenue.
Binghamton Academy.....	\$2,881	---	---	\$30	\$241	\$517	\$3,669	---
Brookfield Academy.....	454	---	---	---	50	100	604	\$50
Brooklyn Coll. & Polytechnic Inst.	38,850	1,452	---	2,672	3,187	1,814	47,975	---
Buffalo Central School.....	8,500	---	---	1,138	368	488	10,494	---
Buffalo Female Academy.....	7,680	434	---	412	1,340	33	9,899	---
Cambridge Washington Academy.	2,151	82	---	76	109	294	2,712	77
Canajoharie Academy.....	584	133	---	---	150	---	867	---
Canandaigua Academy.....	4,225	---	---	267	408	15	4,915	---
Canton Academy.....	1,910	---	---	29	226	---	2,165	---
Cary Collegiate Seminary.....	2,473	165	---	208	353	201	3,400	---
Catskill Free Academy.....	1,700	---	---	175	75	10	1,960	---
Cayuga Lake Academy.....	2,249	---	---	350	100	---	2,699	---
Chamberlain Institute.....	2,875	---	---	107	295	---	3,277	236
Champlain Academy.....	539	---	---	13	126	319	997	416
Chester Academy.....	1,377	42	---	133	238	494	2,284	28
Cincinnati Academy.....	1,639	---	---	345	138	---	2,122	79

EXPENDITURES.

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Clarence Academy.....	1,351	66	120	1,537	38
Claverack Acad. & Hud. River Inst.	16,767	141	1,392	1,810	1,263	21,373
Clinton Academy.....	532	.....	.....	56	.....	69	657	47
Clinton Grammar School.....	2,925	.....	.....	280	1,363	.....	4,568	.....
Clinton Liberal Institute.....	4,274	.....	.....	3,248	5,386	11,215	24,123	.....
Corning Free Academy.....	2,241	.....	.....	599	504	544	3,888	.....
Cortland Academy.....	3,804	.....	.....	70	916	.....	4,790	521
Cortlandville Academy.....	4,128	.....	.....	200	425	.....	4,753	.....
Coxsackie Academy.....	1,368	.....	.....	222	152	.....	1,742	.....
Dansville Seminary.....	1,872	174	.....	395	.....	.....	2,441	.....
Deaf and Dumb Institution.....	.....	.....	.....	.....	.....	.....	.....	.....
Delaware Academy.....	1,807	77	.....	.....	6	.....	1,890	.....
Delaware Literary Institute.....	2,480	236	.....	199	743	269	3,927	.....
Deposit Academy.....	702	.....	.....	.....	147	328	1,177	.....
De Ruyter Institute.....	2,300	70	.....	.....	244	200	2,814	399
Dundee Academy.....	1,110	.....	.....	20	100	.....	1,230	.....
East Bloomfield Academy.....	1,389	.....	.....	1,207	131	.....	2,727	.....
East Genesee Conference Seminary	3,525	63	.....	.....	605	.....	4,193	717
Ellington Academy.....	949	.....	.....	97	50	.....	1,096	.....
Elmira Free Academy.....	2,328	.....	.....	125	413	2,807	5,673	.....
Erasmus Hall Academy.....	2,247	.....	.....	300	73	558	3,178	.....
Evans Academy.....	1,150	.....	.....	73	182	343	1,748	188
Fairfield Academy.....	3,450	350	.....	1,500	1,672	9,158	16,130	.....
Falley Seminary.....	7,105	167	.....	435	460	188	8,295	.....
Forestville Free Academy.....	1,668	.....	.....	200	147	77	2,092	151
Fort Covington Academy.....	1,029	.....	.....	25	75	641	1,770	103
Fort Edward Collegiate Institute.	10,980	.....	.....	1,300	848	.....	13,128	235

SCHEDULE No. 7—Continued.

NAMES OF ACADEMIES.	Salaries or compensation of teachers.	Interest accrued during said year on debts due by academy.	Rent accrued during said year on property leased to academy.	Repairs of buildings or other real estate property.	Fuel and all other incidental expenses.	Other annual expenditures.	Total annual expenditures.	Excess, if any, of annual expenditures over revenue.
Fort Plain Sem. & Fcm. Col. Inst.	\$1,255	---	---	\$54	---	\$146	\$1,455	---
Franklin Academy, Malone	2,408	\$21	---	52	\$156	333	2,970	\$141
Franklin Academy, Prattsburg	1,236	134	---	23	144	40	1,577	25
Fredonia Academy	1,348	79	---	15	285	---	1,727	121
Friends' Academy	2,550	---	---	700	1,000	7,800	12,050	505
Friendship Academy	1,275	---	---	63	76	321	1,735	---
Genesee Valley Seminary	2,069	---	---	12	223	4	2,308	---
Genesee Wesleyan Seminary	8,251	---	---	1,906	1,844	1,614	13,615	---
Genesee and Wyoming Seminary	746	---	---	260	50	---	1,056	156
Genesee Academy	2,102	496	---	91	1,130	---	3,819	---
Geneva Classical and Union School	4,556	---	---	234	837	---	5,627	---
Gilbertsville Acad. and Col. Inst.	1,528	---	---	---	150	---	1,678	---
Glen's Falls Academy	2,968	49	---	388	268	231	3,904	---
Gloversville Union Seminary	3,060	332	---	150	516	238	4,296	---
Gouverneur Wesleyan Seminary	2,279	9	---	252	413	288	3,241	---
Grammar School of Madison Univ.	800	---	---	---	28	46	874	---
Greenville Academy	800	---	---	150	35	118	1,103	118
Griffith Institute	1,272	---	---	6	98	---	1,376	---
Groton Academy	1,465	---	---	75	335	---	1,875	11

EXPENDITURES.

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Halfmoon Academy.....	1,516	110	1,626
Hartford Academy.....	596	32	43	£18	989
Hartwick Seminary.....	1,467	224	1,691	41
Holley Academy.....	806	.....	.....	23	82	.....	911	.....
Hudson Academy.....	890	.....	.....	.....	100	10	1,000	.....
Hungerford Collegiate Institute.....	2,324	140	.....	358	1,222	668	4,712	.....
Huntington Union School.....	1,750	.....	.....	100	100	209	2,150	.....
Ithaca Academy.....	3,365	.....	.....	273	725	.....	4,363	.....
Janestown Union Sch'l & C. Inst.	2,400	.....	.....	.....	.....	.....	2,400	.....
Johnstown Academy.....	2,375	70	.....	.....	229	.....	2,674	.....
Jonesville Academy.....	2,330	.....	.....	34	50	.....	2,414	.....
Jordan Academy.....	.....	.....	.....	.....	.....	.....	.....	.....
Keesville Academy.....	1,122	.....	.....	.....	151	.....	1,273	.....
Kinderhook Academy.....	1,168	.....	.....	33	38	.....	1,239	11
Kingston Academy.....	2,550	350	.....	.....	.....	.....	2,900	.....
Knoxville Academy.....	455	.....	25	.....	125	18	623	.....
Lausburgh Academy.....	3,661	.....	.....	.....	20	.....	3,681	.....
Lawrenceville Academy.....	2,305	.....	.....	.....	148	61	2,514	.....
Leavenworth Institute.....	1,600	.....	.....	10	60	.....	1,670	13
Le Roy Academic Institute.....	4,260	280	.....	2,000	663	4,877	12,080	.....
Liberty Normal Institute.....	1,318	.....	.....	134	126	.....	1,578	.....
Lockport Union School.....	5,623	106	.....	170	1,448	1,152	8,499	.....
Lowville Academy.....	2,584	.....	.....	140	509	61	3,294	24
Lyons Union School.....	.....	.....	.....	.....	.....	.....	.....	.....
Macedon Academy.....	1,700	38	.....	116	261	54	2,169	56
Manlius Academy.....	1,276	.....	.....	339	68	.....	1,683	199
Marion Collegiate Institute.....	1,120	.....	.....	18	181	.....	1,319	.....

SCHEDULE No. 7—Continued.

NAMES OF ACADEMIES.	Salaries or compensation of teachers.	Interest accrued during said year on debt due by academy.	Rent accrued during said year on property leased to academy.	Repairs of buildings or other academic property.	Fuel and all other incidental expenses.	Other annual expenditures.	Total annual expenditures.	Excess, if any, of annual expenditures over revenue.
Marshall Seminary of Easton	\$662	---	---	\$12	\$96	\$100	\$870	---
Mechanicville Academy	4,217	\$126	---	262	23	100	4,728	---
Medina Academy	2,129	---	---	---	109	---	2,238	---
Mexico Academy	3,021	16	---	137	255	383	3,812	\$112
Middlebury Academy	1,421	---	---	16	106	---	1,542	23
Mouroe Academy	500	---	---	75	38	---	613	---
Montgomery Academy	1,315	28	---	79	100	63	1,585	51
Monticello Academy	2,760	---	---	380	529	---	3,669	---
Moravia Institute	897	10	---	17	87	---	1,011	---
Mount Morris Union School	1,466	---	---	400	179	172	2,217	---
Mount Pleasant Academy	6,514	534	---	990	180	---	8,218	---
Munro Collegiate Institute	2,396	---	---	60	374	---	2,830	---
Naples Academy	2,729	---	---	33	22	---	2,784	---
Newark Union Free School	3,597	---	---	---	1,231	---	4,828	---
New Berlin Academy	1,469	---	---	15	152	100	1,736	---
New Paltz Academy	1,718	---	---	---	213	---	1,931	---
New York Central Academy	1,329	44	---	---	100	---	1,475	46
New York Conf. Sem. & Col. Inst.	950	---	---	350	250	1,100	2,650	804
North Granville Ladies' Seminary	5,379	---	---	1,279	16,458	500	23,616	---

Norwich Academy	2,432	48	115	332	175	3,102	---
Ogdensburgh Educational Inst.	1,300	---	---	200	---	1,500	---
Olean Academy	857	---	8	108	38	1,011	---
Oneida Seminary	3,821	213	23	4	1,121	5,223	418
Oneida Conference Seminary	5,193	32	286	1,145	777	7,433	65
Onondaga Academy	2,636	154	348	450	---	3,588	---
Ontario Female Seminary	5,528	---	326	563	111	6,528	---
Oswego High School	2,750	---	---	550	---	3,300	---
Owego Academy	3,123	---	26	205	16	3,370	---
Oxford Academy	2,730	---	---	207	250	3,187	---
Packer Collegiate Institute	27,246	---	2,795	2,947	4,524	37,512	---
Palmyra Classical & Union School	2,600	---	181	476	79	3,336	132
Palatine Bridge Union Free School	473	---	119	55	17	664	54
Peekskill Academy	4,850	460	2,627	14	---	7,961	---
Penfield Seminary	966	5	117	53	20	1,161	8
Peun Yan Academy	3,503	---	328	156	483	4,470	163
Perry Academy	2,494	---	---	389	---	2,883	---
Phelps Union and Classical School	2,537	---	454	478	457	3,926	---
Phippis Union Seminary	3,000	---	---	122	300	3,422	---
Pike Seminary	1,567	---	---	217	---	1,784	---
Plattsburg Academy	1,260	---	---	94	8	1,362	---
Pompey Academy	777	---	57	61	---	895	---
Port Byron Free School & Acad'y	2,554	---	52	605	289	3,500	---
Prospect Academy	360	8	122	49	53	587	---
Pulaski Academy	2,200	---	106	376	500	3,182	---
Red Creek Union Seminary	3,000	---	90	301	---	3,391	---
Rochester Free Academy	3,700	---	300	200	---	4,200	---

SCHEDULE No. 7—Continued.

NAMES OF ACADEMIES.	Salaries or compensation of teachers.	Interest accrued during said year on debts due by academy.	Rent accrued during said year on property leased to academy.	Repairs of buildings or other academic property.	Fuel and all other incidental expenses.	Other annual expenditures.	Total annual expenditures.	Excess, if any, of annual expenditures over revenue.
Rogersville Union Seminary	\$1,102	---	---	---	127	17	\$1,246	---
Rome Academy	2,692	\$63	---	97	542	---	3,194	---
Rural Seminary	1,271	---	---	100	99	---	1,470	---
Rushford Academy	1,237	---	---	437	160	---	1,834	---
St. Lawrence Academy	2,485	40	---	---	344	30	2,899	---
Sauquoit Academy	1,848	10	---	1,500	155	541	4,054	---
Schenectady Union School	10,671	87	---	586	2,807	---	14,151	---
Schoharie Academy	1,119	---	---	500	349	49	2,017	\$843
Seneca Falls Academy	793	---	---	38	56	---	887	---
Sodus Academy	1,257	---	---	77	95	---	1,429	---
Spencertown Academy	639	---	---	13	63	100	815	96
S. S. Seward Institute	1,597	---	\$100	1,225	---	---	2,922	---
Starkey Seminary	1,907	---	---	85	172	164	2,328	435
Syracuse High School	---	---	---	---	---	---	---	---
Troy Academy	2,950	---	---	69	407	53	3,479	---
Troy Female Seminary	8,676	---	---	500	1,000	20	10,196	783
Troy High School	3,269	---	---	285	235	859	4,648	---
Trumansburgh Academy	1,596	---	---	33	131	---	1,760	---
Unadilla Academy	1,137	---	---	21	82	---	1,240	---

EXPENDITURES.

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Union Academy of Belleville.....	4,352	193	1,164	550	6,066
Union Hall Academy.....	826	760	1,779	635
Union Village Academy.....	2,426	.....	80	96	.....	2,602	.....
Utica Academy.....	4,400	.....	.....	335	13,704	18,439	.....
Vernon Academy.....	480	.....	.....	50	.....	530	.....
Wallkill Academy.....	2,711	70	215	150	.....	3,146	.....
Walton Academy.....	1,874	.....	97	80	.....	2,051	.....
Walworth Academy.....	1,002	24	394	107	.....	1,527	370
Warrensburgh Academy.....	1,496	.....	25	125	.....	1,646	2
Warsaw Union School.....	1,534	.....	25	50	.....	1,609	.....
Warwick Institute.....	1,500	43	28	.....	107	1,683	.....
Washington Academy.....	1,203	.....	.....	.....	.....	1,203	.....
Waterloo Union School.....	3,478	.....	409	710	408	5,083	.....
Watertown High School.....	2,945	.....	68	622	.....	3,635	.....
Watkins Academy.....	1,462	235	11	358	.....	2,066	234
Waverly Institute.....	1,999	.....	100	326	.....	2,425	.....
Webster Academy.....	611	.....	2	88	.....	701	.....
Westfield Academy.....	2,672	.....	58	162	.....	2,892	61
West Winfield Academy.....	2,724	.....	25	218	.....	2,967	.....
Whitestown Seminary.....	5,922	.....	.....	3,875	250	10,047	519
Whitney's Point Union School.....	1,017	.....	.....	89	300	1,400	.....
Wilson Collegiate Institute.....	877	.....	157	124	.....	1,158	.....
Windsor Academy.....	604	.....	65	37	.....	706	.....
Yates Academy.....	640	.....	750	70	.....	1,480	118
Yates Polytechnic Institute.....	107	.....	.....	.....	.....	107	.....
	523,121	\$8,070	\$208	\$54,218	\$89,403	\$79,927	\$11,842
						754,947	

SCHEDULE No. 8,

Containing a statement of all moneys appropriated to Academies, from the Literature Fund, by the Regents of the University, for the purchase of books and philosophical apparatus for the use of such academies, pursuant to the act of the Legislature relative to the distribution and application of the revenue of said fund, passed April 22d, 1834; such appropriation having been made to such academies only as had themselves raised by contribution, from sources other than their own corporate property, funds equal to the amount so appropriated, to be expended in the same manner.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 28, 1845 ----	Academy at Little Falls.....	\$250 00	\$395 00
March 1, 1848 ----	do	103 00	
Feb. 28, 1855 ----	do	42 00	
Feb. 28, 1856 ----	Academy of Dutchess County.....	-----	250 00
March 31, 1837 ----	Albany Academy.....	\$250 00	
Feb. 28, 1849 ----	do	150 00	
Dec. 2, 1850 ----	do	35 00	
Feb. 25, 1853 ----	do	250 00	
Feb. 24, 1854 ----	do	250 00	935 00
Jan. 19, 1836 ----	Albany Female Academy.....	\$250 00	
Feb. 28, 1837 ----	do	250 00	
May 6, 1838 ----	do	250 00	
Jan. 21, 1858 ----	do	250 00	
			1,000 00

APPROPRIATIONS FOR BOOKS AND APPARATUS.

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July 1, 1835.....	Albany Female Seminary.....	\$250 00	
March 31, 1837.....	do.....	250 00	
March 6, 1838.....	do.....	250 00	
Feb. 28, 1849.....	do.....	180 00	930 00
May 18, 1841.....	Albion Academy.....	\$150 00	
Feb. 28, 1845.....	do.....	250 00	
Jan. 9, 1863.....	do.....	25 00	425 00
March 21, 1843.....	Alfred Academy.....	\$200 00	
March 7, 1846.....	do.....	200 00	
March 1, 1848.....	do.....	250 00	
March 25, 1853.....	do.....	250 00	
Jan. 13, 1859.....	do.....	250 00	
Jan. 13, 1865.....	do.....	154 93	1,304 93
May 15, 1837.....	Amenia Seminary.....	\$100 00	
Jan. 29, 1839.....	do.....	149 90	
Feb. 29, 1840.....	do.....	141 00	
April 13, 1842.....	do.....	220 00	
March 12, 1844.....	do.....	46 00	
May 28, 1847.....	do.....	250 00	
Jan. 21, 1858.....	do.....	100 00	1,006 90
Feb. 29, 1840.....	Ames Academy.....	\$30 00	
Feb. 25, 1853.....	do.....	60 00	
Feb. 24, 1854.....	do.....	11 00	101 00

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
April 15, 1842	Amsterdam Female Seminary	\$250 00	
May 28, 1847	do	47 75	
Jan. 13, 1859	do	130 00	\$427 75
Jan. 9, 1863	Angelica Academy	-----	25 00
Jan. 31, 1862	Antwerp Liberal Literary Institute	\$126 00	
Jan. 9, 1863	do	75 00	
Jan. 13, 1865	do	50 00	251 00
May 18, 1841	Argyle Academy	\$150 00	
Feb. 28, 1851	do	25 00	
Jan. 13, 1859	do	83 00	
Jan. 11, 1867	do	14 00	272 00
March 12, 1844	Astoria Institute	-----	250 00
March 6, 1838	Auburn Academy	\$125 00	
March 28, 1850	do	250 00	
Jan. 10, 1861	do	80 00	455 00
Feb. 29, 1840	Auburn Female Seminary	-----	250 00
April 12, 1842	Augusta Academy	\$250 00	

Jan. 8, 1857	do	35 00	285 00
May 18, 1841	Aurora Academy	\$250 00	
Feb. 28, 1851	do	100 00	
Jan. 9, 1863	do	25 00	
March 12, 1844	Avon Academy	-----	375 00
Feb. 28, 1845	Ball Seminary	\$214 00	151 00
May 28, 1847	do	60 00	
March 1, 1848	do	50 00	
Feb. 23, 1855	do	20 00	
Jan. 31, 1862	Batavia Union School	\$125 00	344 00
Jan. 9, 1863	do	250 00	
Jan. 13, 1865	do	100 00	
Jan. 12, 1866	do	100 00	
Jan. 9, 1868	do	100 00	
March 19, 1839	Batavia Female Academy	-----	675 00
April 10, 1863	Bethany Academy	-----	94 25
March 21, 1843	Binghamton Academy	\$164 97	55 00
March 12, 1844	do	84 03	
March 7, 1846	do	225 50	
Jan. 21, 1858	do	105 00	
Jan. 9, 1863	do	25 00	
Jan. 13, 1865	do	250 00	854 50

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Mar. 15, 1839.....	Black River Literary and Religious Institute	\$250 00	\$571 00
April 13, 1842.....	do	171 00	
Mar. 12, 1844. . .	do	150 00	
April 13, 1842.....	Brockport Collegiate Institute	\$250 00	858 95
Feb. 28, 1850.....	do	210 00	
Feb. 24, 1854.....	do	250 00	
Jan. 13, 1860.....	do	75 00	
Jan. 12, 1866.....	do	73 95	
Mar. 1, 1848.....	Brookfield Academy	\$32 00	Not drawn.
Feb. 28, 1849.....	do	13 00	
Feb. 28, 1850.....	do	27 00	
Feb. 28, 1856.....	do	175 00	
Jan. 11, 1867.....	do	50 00	297 00
May 28, 1847.....	Brooklyn Female Academy.....	\$250 00	
Mar. 1, 1848.....	do	250 00	
Feb. 26, 1852.....	do	250 00	
Feb. 25, 1853	do	250 00	

Jan. 13, 1860	Brooklyn Collegiate and Polytechnic Institute	250 00	1,000 00
Jan. 10, 1861	do	250 00	250 00
April 10, 1863	do	250 00	250 00
Jan. 13, 1865	do	250 00	250 00
Jan. 12, 1866	Buffalo Central School		250 00
May 18, 1841	Buffalo Literary and Scientific Academy		100 00
Jan. 13, 1859	Buffalo Female Academy	\$250 00	
Jan. 13, 1860	do	96 71	
Jan. 9, 1863	do	40 23	
April 10, 1863	do	9 77	
Jan. 14, 1864	do	140 00	
Jan. 13, 1865	do	120 00	
Jan. 12, 1866	do	100 00	756 71
Feb. 29, 1840	Cambridge W. Academy	\$125 00	
May 18, 1841	do	50 00	
Feb. 25, 1853	do	62 00	
Feb. 24, 1854	do	110 00	
Jan. 8, 1857	do	30 00	
Jan. 13, 1865	do	18 00	
Jan. 9, 1868	do	203 84	598 84
Jan. 29, 1839	Canajoharie Academy	\$63 00	
Feb. 29, 1840	do	100 00	
May 28, 1847	do	55 00	
Feb. 28, 1849	do	21 00	

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 13, 1859	Canajoharie Academy	\$100 00	\$539 00
Jan. 10, 1861	do	200 00	
Feb. 28, 1851	Canandaigua Academy	\$125 00	
Feb. 26, 1852	do	100 00	250 00
Jan. 9, 1863	do	25 00	
Feb. 29, 1840	Canton Academy	\$85 00	
Feb. 28, 1861	do	86 00	407 95
Feb. 24, 1854	do	17 45	
Feb. 23, 1855	do	12 00	
Jan. 10, 1861	do	63 50	
Jan. 14, 1864	do	144 00	
March 7, 1846	Cary Collegiate Institute	\$250 00	452 00
Feb. 24, 1855	do	65 00	
Feb. 23, 1855	do	85 00	
Jan. 11, 1867	do	52 00	

Feb. 2, 1857	do	250 00	\$1,022 00
Jan. 21, 1858	do	200 00	
Jan. 9, 1863	do	25 00	
April 10, 1863	do	25 00	
Mar. 21, 1843	Champlain Academy	\$247 00	297 00
Feb. 25, 1853	do	50 00	
Feb. 28, 1850	Cherry Valley Academy	\$250 00	565 00
Feb. 28, 1851	do	65 00	
Jan. 14, 1864	do	250 00	
May 28, 1847	Chester Academy	\$12 00	
Feb. 28, 1851	do	20 00	755 00
Feb. 23, 1855	do	23 00	
Jan. 10, 1861	do	200 00	
Jan. 9, 1862	do	125 00	
Jan. 9, 1863	do	25 00	
April 10, 1863	do	100 00	
Jan. 14, 1864	do	125 00	
Jan. 13, 1865	do	125 00	
July 13, 1858	Cincinnati Academy	\$60 00	274 00
Jan. 9, 1862	do	72 00	
Jan. 9, 1863	do	25 00	
Jan. 12, 1866	do	117 00	

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
July 1, 1835----- March 7, 1846----	Clarkson Academy----- do-----	\$250 00 80 00	\$330 00
Feb. 29, 1840----- March 12, 1844----- Feb. 28, 1849----- Feb. 23, 1855----- Jan. 21, 1858----- Jan. 10, 1861----- Jan. 9, 1863----- April 10, 1863----- Jan. 12, 1866-----	Claverack Academy and Hudson River Institute----- do----- do----- do----- do----- do----- do----- do----- do-----	\$59 00 30 00 25 00 250 00 65 00 156 00 25 00 25 00 250 00	
Feb. 29, 1840----- Jan. 11, 1867----- Feb. 29, 1840----- Feb. 28, 1849----- Jan. 13, 1859----- Jan. 9, 1863----- April 10, 1863-----	Clermont Academy----- Clinton Academy----- Clinton Grammar School----- do----- do----- do----- do-----	----- ----- ----- \$218 00 25 00 250 00 25 00 114 50	885 00 51 00 36 00 632 50

Feb. 28, 1850	do	\$250 00	737 75
Feb. 24, 1854	do	72 00	
Jan. 13, 1859	do	50 00	
Jan. 13, 1865	do	14 25	
Jan. 9, 1868	do	101 50	
March 21, 1843	Clinton Seminary	\$68 41	
March 12, 1844	do	100 00	
April 1, 1852	Clover Street Seminary	\$75 00	168 41
Feb. 24, 1854	do	100 00	
Feb. 23, 1855	do	100 00	
Jan. 9, 1862	Corning Free Academy	\$50 00	275 00
Jan. 9, 1863	do	25 00	
May 10, 1836	Cortland Academy	\$250 00	75 00
Feb. 28, 1837	do	250 00	
March 6, 1838	do	250 00	
March 7, 1846	do	120 00	
April 11, 1853	do	100 00	
Jan. 13, 1859	do	150 00	
Jan. 9, 1863	do	25 00	
April 10, 1863	do	29 00	
March 21, 1843	Cortlandville Academy	\$150 00	1,174 00
March 12, 1844	do	100 00	

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 23, 1855.....	Cortlandville Academy (continued)	\$250 00	\$574 12
Jan. 10, 1851.....	do	54 12	
Jan. 12, 1866.....	do	20 00	
April 13, 1842.....	Coxsackie Academy	25 00
Jan. 13, 1850.....	Dansville Seminary	\$250 00	
Jan. 9, 1862.....	do	184 26	
Jan. 9, 1863.....	do	25 00	
April 10, 1863.....	do	225 00	684 26
March 21, 1843.....	De Lancoy Institute	.....
April 13, 1842.....	Delaware Academy	\$250 00	
Feb. 28, 1850.....	do	250 00	150 00
Jan. 10, 1861.....	do	48 19	
Jan. 31, 1862.....	do	250 00	
Jan. 9, 1868.....	Deerpark Union School	798 19
March 31, 1840.....	Delaware Literary Institute	\$250 00	
Dec. 8, 1847.....	do	200 00	
Oct. 26, 1850.....	do	183 00	
Feb. 25, 1853.....	do	150 00	
Feb. 24, 1854.....	do	150 00	
			60 00

Jan. 8, 1857.	do	250 00	
Jan. 21, 1858.	do	250 00	
Jan. 13, 1859.	do	50 00	
Jan. 31, 1862.	do	250 00	
Jan. 14, 1864.	do	75 00	
Jan. 12, 1866.	do	163 34	
Jan. 11, 1867.	do	125 00	
Jan. 9, 1868.	do	150 00	
Jan. 9, 1868.	Deposit Academy		2,246 34
May 6, 1838.	De Ruyter Institute	\$250 00	215 00
March 1, 1848.	do	54 00	
Feb. 28, 1849.	do	245 00	
Jan. 14, 1864.	Dundee Academy		549 00
Feb. 29, 1840.	East Bloomfield Academy	\$250 00	38 00
March 12, 1844.	do	100 00	
Feb. 28, 1850.	do	50 00	
Feb. 24, 1854.	do	175 00	
Jan. 9, 1868.	do	250 00	
April 11, 1853.	Ellington Academy	\$19 00	825 00
Jan. 9, 1863.	do	30 00	
May 18, 1841.	Elmira Academy	\$100 00	49 00
Feb. 28, 1845.	do	60 00	
Feb. 28, 1850.	do	56 19	
			216 19

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 11, 1867	Elmira Free Academy	\$250 00	\$500 00
Jan. 9, 1868	do	250 00	
Jan. 11, 1867	Erasmus Hall Academy	-----	195 00
April 13, 1842	Essex County Academy	-----	
Jan. 12, 1866	Evans Academy (formerly Peterboro Academy)	-----	50 00
May 18, 1841	Fairfield Academy	-----	
Feb. 28, 1845	do	\$250 00	22 50
Feb. 28, 1849	do	50 00	
Feb. 28, 1851	do	28 00	50 00
Feb. 26, 1852	do	50 00	
Feb. 24, 1854	do	175 00	40 00
Feb. 2, 1857	do	40 00	
Jan. 21, 1858	do	147 00	130 00
Jan. 13, 1859	do	130 00	
Jan. 9, 1862	do	70 00	220 00
Feb. 28, 1850	Falley Seminary	220 00	
Feb. 28, 1851	do	\$50 00	250 00
Feb. 28, 1856	do	250 00	
Jan. 9, 1863	do	25 00	1,160 00

April 10, 1863.....	do	225 00	800 00
Feb. 29, 1840.....	Farmers' Hall Academy.....	\$40 00	
March 12, 1844.....	do	75 00	
Feb. 5, 1839.....	Fayetteville Academy	\$250 00	115 00
Oct. 26, 1850.....	do	53 50	
March 7, 1846.....	Fonda Academy	-----	303 50
Feb. 29, 1840.....	Fort Covington Academy	\$118 00	165 00
Jan. 12, 1866.....	do	16 50	
Jan. 12, 1866.....	Fort Edward Collegiate Inst. (formerly Washington Co. Sem.)	\$50 00	134 50
Jan. 9, 1868.....	do	7 16	
Jan. 13, 1859.....	Fort Plain Seminary	-----	57 16
Feb. 24, 1854.....	Franklin Academy, Malone	-----	250 00
July 1, 1835.....	Fredonia Academy	-----	100 00
Feb. 28, 1837.....	do	\$250 00	
Feb. 28, 1851.....	do	250 00	
Feb. 24, 1854.....	do	100 00	
Feb. 28, 1856.....	do	56 00	
Feb. 2, 1857.....	do	60 00	
Jan. 21, 1858.....	do	78 00	
Jan. 13, 1859.....	do	20 00	
Jan. 9, 1863.....	do	20 00	
April 10, 1863.....	do	25 00	
		225 00	1,084 00

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 11, 1867	Friends' Academy	-----	\$250 00
Oct. 14, 1858	Friendship Academy	\$30 00	
Jan. 11, 1867	do	134 40	164 40
Mar. 15, 1839	Fulton Female Seminary	\$100 00	
Feb. 29, 1840	do	65 00	165 00
May 10, 1836	Gaines Academy	\$183 00	
Feb. 29, 1840	do	53 00	236 00
Feb. 12, 1839	Galway Academy	-----	250 00
May 28, 1847	Genesee and Wyoming Seminary	\$115 00	
Feb. 28, 1851	do	153 00	
Feb. 26, 1852	do	30 00	
Jan. 12, 1866	do	20 00	
Jan. 13, 1860	Genesee Conference Seminary	-----	318 00
Jan. 9, 1863	Genesee Valley Seminary	-----	177 72
Feb. 12, 1839	Genesee Wesleyan Seminary	\$250 00	80 00
May 18, 1841	do	250 00	
Mar. 12, 1844	do	120 00	
May 28, 1847	do	250 00	

Feb. 28, 1851.....	do	250 00	1,386 00
Mar. 4, 1852.....	do	250 00	
Jan. 9, 1863.....	do	16 00	
Feb. 26, 1852.....	Genesee Academy	\$100 00	220 00
Mar. 5, 1857.....	do	120 00	
Feb. 24, 1854.....	Geneva Union School	\$150 00	164 25
Jan. 13, 1865.....	do	14 25	
May 28, 1847.....	Genoa Academy	\$150 00	160 00
Feb. 28, 1849.....	do	10 00	
April 13, 1842.....	Gilbertsville Academy and Collegiate Institute	\$250 00	355 00
Feb. 28, 1851.....	do	25 00	
Feb. 28, 1855.....	do	50 00	
Jan. 10, 1861.....	do	30 00	
April 13, 1842.....	Glen's Falls Academy	\$250 00	364 00
Mar. 8, 1858.....	do	100 00	
Jan. 13, 1865.....	do	14 00	
Jan. 13, 1859.....	Gloversville Union Seminary	\$250 00	421 72
Jan. 13, 1860.....	do	46 72	
Jan. 10, 1861.....	do	75 00	
Jan. 9, 1862.....	do	50 00	

ACADEMIES.

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
May 6, 1838.....	Gouverneur High School.....	.....	\$100 00
May 18, 1841....	Gouverneur Wesleyan Seminary.....	\$100 00	
April 13, 1842....	do.....	100 00	
Jan. 21, 1858.....	do.....	80 00	
Jan. 14, 1864....	do.....	250 00	
Jan. 13, 1865....	do.....	100 00	
Jan. 12, 1866....	do.....	75 00	
Jan. 8, 1857.....	Grammar School Madison University.....	.....	705 00
May 18, 1841....	Greenbush and Schodack Academy.....	\$5 00	250 00
Feb. 28, 1849....	do.....	150 00	
March 21, 1843....	Greenville Academy.....	\$50 00	165 00
Feb. 28, 1850....	do.....	7 50	
Feb. 28, 1851....	do.....	20 00	
Feb. 26, 1852....	do.....	30 00	
Jan. 9, 1863....	do.....	25 00	
Jan. 11, 1867....	do.....	50 00	
Feb. 5, 1839....	Groton Academy.....	\$250 00	182 50
Feb. 25, 1853....	do.....	200 00	

Jan. 9, 1863	do	25 00	630 00
Jan. 14, 1864	do	30 00	
April 10, 1864	do	125 00	
May 6, 1838	Hamilton Academy	\$250 00	
Feb. 5, 1839	do	200 00	
March 5, 1857	do	236 50	686 50
Jan. 21, 1858	Hamilton Female Seminary		250 00
Jan. 12, 1866	Hartwick Seminary		250 00
May 18, 1841	Herkimer Academy		150 00
Feb. 20, 1840	Hobart Hall Institute	\$65 00	
May 18, 1841	do	150 00	215 00
April 4, 1851	Hubbardville Academy		100 00
May 18, 1841	Hudson Academy		150 00
Jan. 11, 1867	Hungerford Collegiate Institute		250 00
Jan. 13, 1865	Huntington Union School	\$30 00	
Jan. 11, 1867	do	75 00	
May 18, 1841	Ingham University (Academical Dept.) formerly LeRoy Female Seminary, and Ingham Collegiate Institute	\$75 00	105 00
Feb. 28, 1845	do	75 00	
Feb. 28, 1849	do	100 00	
Feb. 28, 1851	do	100 00	
April 1, 1852	do	175 00	
Feb. 25, 1853	do	100 00	

ACADEMIES.

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 24, 1854 . . .	Ingham University (Academical Dept.) formerly Le Roy Female Seminary, and Ingham Collegiate Institute . . .	\$150 00	\$1,025 00
April 10, 1863 . . .	do . . .	250 00	
Feb. 28, 1837 . . .	Ithaca Academy . . .	\$250 00	976 87
Jan. 29, 1839 . . .	do . . .	250 00	
March 7, 1846 . . .	do . . .	151 00	
April 10, 1863 . . .	do . . .	222 05	
Jan. 14, 1864 . . .	do . . .	103 82	
Oct. 14, 1858 . . .	Jamestown Academy . . .	-----	250 00
Jan. 9, 1868 . . .	Jamestown Union School and Coll. Inst. . .	-----	250 00
July 1, 1835 . . .	Jefferson Academy . . .	\$250 00	500 00
April 26, 1836 . . .	do . . .	250 00	
March 1, 1848 . . .	Jefferson County Institute . . .	\$30 00	705 00
Feb. 28, 1851 . . .	do . . .	175 00	
Feb. 28, 1856 . . .	do . . .	250 00	
Jan. 9, 1863 . . .	do . . .	25 00	
April 10, 1863 . . .	do . . .	225 00	

Feb. 29, 1840	Johnstown Academy	\$100 00	465 00
Feb. 28, 1856	do	80 00	
Jan. 13, 1859	do	100 00	
Jan. 13, 1860	do	185 00	
Jan. 21, 1858	Jonesville Academy	\$100 00	
Jan. 9, 1863	do	25 00	125 00
Feb. 28, 1845	Jordan Academy	\$250 00	
Feb. 28, 1849	do	47 50	
Feb. 25, 1853	do	57 00	
Jan. 9, 1863	do	25 00	
April 10, 1863	do	50 00	
Jan. 13, 1865	do	75 00	504 50
Jan. 13, 1860	Keeseville Academy		150 00
Feb. 25, 1863	Kinderhook Academy		150 00
May 18, 1841	Kingsboro' Academy	\$92 00	
May 28, 1847	do	50 00	
March 1, 1848	do	43 00	
Feb. 28, 1849	do	132 00	
Feb. 28, 1850	do	12 26	
Feb. 26, 1852	do	104 00	
Feb. 24, 1854	do	5 12	
Jan. 8, 1857	do	10 00	448 38

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 5, 1839.....	Kingston Academy.....	\$110 00	
March 7, 1846.....	do.....	250 00	
Jan. 10, 1861.....	do.....	50 00	\$410 00
April 13, 1842.....	Knoxville Academy.....	-----	118 00
Feb. 29, 1840.....	Lansingburgh Academy.....	\$125 00	
March 12, 1844.....	do.....	100 00	
Jan. 13, 1860.....	do.....	72 00	
Jan. 12, 1866.....	do.....	25 00	322 00
Jan. 12, 1866.....	Lawrenceville Academy.....	\$75 00	
Jan. 11, 1867.....	do.....	30 00	
Jan. 9, 1868.....	do.....	20 00	125 00
Jan. 9, 1863.....	Leavenworth Institute.....	\$92 77	
Jan. 9, 1868.....	do.....	33 00	125 77
Jan. 13, 1865.....	Le Roy Academic Institute.....	-----	250 00
Jan. 9, 1863.....	Liberal Normal Institute.....	-----	25 00
April 13, 1842.....	Livingston High School.....	\$105 00	
March 12, 1844.....	do.....	250 00	355 00

Feb. 25, 1853	Lockport Union School	\$175 00	
Jan. 9, 1863	do	25 00	
Jan. 13, 1865	do	52 62	252 62
July 1, 1835	Lowville Academy	\$112 00	
April 13, 1842	do	50 00	
Feb. 28, 1850	do	100 00	
Jan. 18, 1860	do	65 00	
Jan. 31, 1862	do	50 00	
Jan. 9, 1863	do	25 00	
Jan. 14, 1864	do	55 00	
Jan. 11, 1867	do	182 42	639 42
Feb. 23, 1845	Macedon Academy	\$104 00	
Feb. 23, 1855	do	110 00	
Feb. 23, 1856	do	60 00	
Jan. 21, 1858	do	125 00	
Jan. 9, 1862	do	31 00	
Jan. 9, 1863	do	25 00	
April 10, 1863	do	15 00	470 00
March 15, 1839	Manlius Academy	\$134 00	
Feb. 28, 1850	do	25 00	
Feb. 24, 1854	do	25 50	
Jan. 13, 1860	do	16 25	200 75

ACADEMIES.

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 21, 1858.....	Marion Collegiate Institute.....	\$250 00	\$712 99
Jan. 13, 1859.....	do.....	250 00	
Jan. 10, 1861.....	do.....	124 00	
March 18, 1862.....	do.....	88 99	
Jan. 13, 1865.....	Marshall Seminary of Easton.....	-----	27 42
Jan. 14, 1864.....	Mayville Academy.....	\$86 00	
Jan. 13, 1865.....	do.....	15 25	101 25
Jan. 9, 1863.....	Mechanicville Academy.....	\$70 00	
Jan. 13, 1865.....	do.....	75 00	145 00
April 25, 1851.....	Medina Academy.....	\$40 00	
Feb. 26, 1852.....	do.....	100 00	
Jan. 9, 1863.....	do.....	25 00	
Feb. 29, 1840.....	Mendon Academy.....	-----	165 00
Jan. 13, 1860.....	Mexico Academy.....	\$250 00	
Jan. 13, 1865.....	do.....	68 05	150 00
Jan. 12, 1865.....	do.....	250 00	
Jan. 11, 1867.....	do.....	22 47	

Jan.	9, 1868	do	108 53	699 05
May	28, 1847	Middlebury Academy	\$100 00	
Jan.	9, 1863	do	60 00	
May	18, 1841	Millville Academy		160 00
Mar.	15, 1839	Monroe Academy	\$75 00	250 00
Feb.	29, 1840	do	70 00	
Jan.	9, 1863	do	36 00	
Jan.	9, 1862	Montgomery Academy		181 00
Mar.	5, 1857	Monticello Academy	\$28 00	115 00
Jan.	13, 1859	do	30 63	
May	18, 1841	Moravia Institute	\$95 00	58 63
Mar.	12, 1844	do	80 00	
Jan.	10, 1861	do	40 00	
Mar.	18, 1862	Mount Morris Union School	\$50 00	215 00
Jan.	9, 1863	do	16 00	
Jan.	11, 1867	do	82 00	
Feb.	5, 1839	Mount Pleasant Academy	\$250 00	148 00
Feb.	29, 1840	do	250 00	
May	18, 1841	do	250 00	
Jan.	9, 1862	do	180 00	930 00

ACADEMIES.

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 23, 1855.....	Munroe Collegiate Institute.....	\$250 00	\$625 00
Feb. 28, 1856.....	do.....	250 00	
Jan. 9, 1863.....	do.....	25 00	
Jan. 14, 1864.....	do.....	100 00	
Jan. 9, 1863.....	Naples Academy.....	\$250 00	640 00
Jan. 14, 1864.....	do.....	250 00	
Jan. 9, 1868.....	do.....	140 00	
Jan. 19, 1868.....	Nassau Academy.....	87 50
April 10, 1863.....	Newark Union School.....	\$91 18	
Jan. 14, 1864.....	do.....	250 00	
Jan. 13, 1865.....	do.....	119 52	
Jan. 12, 1866.....	do.....	250 00	710 70
March 1, 1848.....	New Berlin Academy.....	\$62 00	
Jan. 11, 1867.....	do.....	69 11	131 11
March 1, 1848.....	New Paltz Academy.....	\$15 00	
Feb. 28, 1855.....	do.....	80 00	
Jan. 21, 1858.....	do.....	100 00	

APPROPRIATIONS FOR BOOKS AND APPARATUS.

377

Feb. 25, 1853	New York Conference Seminary	\$147 00	249 00
March 8, 1858	North Granville Ladies' Seminary	24 25	250 00
Jan. 31, 1862	do	250 00	
Jan. 12, 1866	do		421 25
May 28, 1847	North Salem Academy	\$50 00	
Feb. 23, 1855	do	17 00	67 00
March 12, 1844	Norwich Academy	\$250 00	
Feb. 24, 1854	do	250 00	
April 10, 1863	do	250 00	
Jan. 13, 1865	do	80 00	830 00
July 27, 1848	Nunda Literary Institute		120 00
Feb. 28, 1845	Ogdensburg Academy	\$250 00	
Feb. 25, 1853	do	125 00	375 00
Jan. 10, 1861	Olean Academy		78 00
May 18, 1841	Oneida Conference Seminary	\$250 00	
April 13, 1842	do	250 00	
March 12, 1842	do	250 00	
May 28, 1847	do	250 00	
March 1, 1848	do	250 00	
Feb. 28, 1851	do	250 00	1,500 00

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 10, 1861----	Oneida Seminary	\$75 00	\$156 25
Jan. 14, 1864----	do	42 00	
Jan. 13, 1865----	do	39 25	
Mar. 6, 1838-----	Oneida Institute	-----	250 00
May 28, 1847-----	Onondaga Academy	\$60 00	
Feb. 28, 1849-----	do	60 00	
Mar. 4, 1852-----	do	25 65	220 65
Mar. 18, 1862-----	do	75 00	
Feb. 28, 1837-----	Ontario Female Seminary	\$200 00	800 00
Feb. 5, 1839-----	do	20 00	
April 13, 1842-----	do	30 00	
Feb. 28, 1849-----	do	250 00	
Feb. 28, 1851-----	do	50 00	
Feb. 26, 1852-----	do	200 00	
Jan. 9, 1863-----	do	25 00	
April 10, 1863-----	do	25 00	
Mar. 18, 1862-----	Oswego High School	\$100 00	125 00
April 10, 1863-----	do	25 00	

APPROPRIATIONS FOR BOOKS AND APPARATUS.

379

July	1, 1835	Ovid Academy	\$90 00	
Mar.	12, 1844	do	129 00	
Feb.	25, 1853	do	156 15	
Jan.	21, 1858	do	50 00	425 15
April	6, 1849	Oswego Academy	\$60 00	
Jun.	13, 1860	do	135 00	
Mar.	18, 1862	do	75 00	
Jan.	13, 1865	do	200 00	470 00
May	24, 1847	Oxford Academy	\$250 00	
April	17, 1854	do	*250 00	
Jan.	11, 1867	do	250 00	750 00
Feb.	20, 1857	Packer Collegiate Institute	\$250 00	
Jan.	21, 1858	do	250 00	
Jan.	13, 1859	do	250 00	
Jan.	9, 1862	do	250 00	
April	10, 1863	do	250 00	
Jan.	12, 1866	Palmyra Classical and Union School		1,250 00
Jan.	9, 1868	Parma Institute		250 00
Mar.	15, 1839	Peekskill Academy	\$125 00	200 00
Feb.	28, 1845	do	13 00	
Feb.	24, 1854	do	250 00	388 00

* By special law.

ACADEMIES.

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 13, 1860.	Penn Yan Academy	-----	\$250 00
Feb. 23, 1855.	Perry Academy	-----	150 00
Feb. 29, 1840.	Phipps Union Seminary	\$60 00	
Mar. 12, 1844.	do	108 00	
May 28, 1847.	do	100 00	
Jan. 11, 1867.	do	150 00	
Jan. 9, 1868.	do	100 00	
Jan. 13, 1865.	Pike Seminary	\$22 40	518 00
Jun. 12, 1866.	do	47 71	
Jan. 10, 1839.	Plattsburgh Academy	-----	70 11
Jan. 10, 1861.	Port Byron Free School and Academy	\$100 00	250 00
Jan. 9, 1863.	do	87 50	
Jan. 11, 1867.	do	135 00	
Feb. 29, 1840.	Poughkeepsie Female Academy	\$62 64	322 50
Feb. 26, 1852.	do	250 00	
Mar. 4, 1853.	do	245 85	
Oct. 14, 1858.	do	200 00	758 49

Feb. 23, 1855	Princetown Academy	-----	-----	250 00
Feb. 26, 1852	Prospect Academy	-----	-----	250 00
Jan. 13, 1865	Pulaski Academy	-----	-----	200 00
June 23, 1851	Randolph Academy Association (now Chamberlain Institute)	-----	\$250 00	
Jan. 10, 1861	do	-----	50 00	
Mar. 7, 1846	Red Creek Union Academy	-----	\$150 00	300 00
May 28, 1847	do	-----	25 00	
Feb. 28, 1850	do	-----	45 00	
Jan. 13, 1860	do	-----	150 00	
Jan. 12, 1866	do	-----	180 00	
Feb. 29, 1840	Red Hook Academy	-----	-----	550 00
Feb. 28, 1845	Rensselaerville Academy	-----	-----	50 00
Feb. 28, 1850	Rensselaer Institute	-----	\$250 00	65 00
Feb. 26, 1852	do	-----	250 00	
July 1, 1835	Rensselaer Oswego Academy	-----	\$250 00	500 00
May 18, 1841	do	-----	250 00	
May 18, 1841	Rhinebeck Academy	-----	\$150 00	500 00
April 12, 1849	do	-----	100 00	
Feb. 28, 1851	do	-----	125 00	
Jan. 14, 1864	Richburgh Academy	-----	-----	875 00
		-----	-----	66 18

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
March 7, 1846..... Feb. 25, 1858.....	Riga Academy do	\$150 00 250 00	\$400 00
March 12, 1844..... Feb. 28, 1845..... March 1, 1848.....	Rochester Collegiate Institute..... do do	\$250 00 250 00 250 00	750 00
Feb. 28, 1837..... May 6, 1838.....	Rochester High School do	\$250 00 250 00	500 00
Feb. 28, 1850..... Jan. 14, 1864..... Jan. 13, 1865.....	Rome Academy do do	\$250 00 25 00 250 00	525 00 250 00
Feb. 2, 1857..... Feb. 25, 1853..... Feb. 24, 1854.....	Rural Seminary..... Rushford Academy..... do .....	..... \$105 00 250 00	355 00 250 00
May 18, 1841..... March 1, 1848..... March 8, 1850.....	Rutger's Female Institute Sag Harbor Institute do .....	..... \$75 00 50 00	125 00

July 1, 1835.....	<i>St. Lawrence Academy</i>	\$150 00	
March 1, 1848.....	do	140 00	
Feb. 28, 1851.....	do	28 00	
Jan. 13, 1860.....	do	200 00	
Jan. 9, 1863.....	do	25 00	\$543 00
March 7, 1846.....	<i>Sand Lake Academy</i>	\$150 00	
March 1, 1848.....	do	25 00	175 00
Jan. 11, 1867.....	<i>Sauquoit Academy</i>	\$185 00	
Jan. 9, 1868.....	do	62 94	247 94
Feb. 29, 1840.....	<i>Schenectady Lyceum and Academy</i>	\$50 00	
March 12, 1844.....	do	62 00	
Feb. 28, 1845.....	do	30 00	142 00
March 15, 1839.....	<i>Schoharie Academy</i>	\$78 00	
March 12, 1844.....	do	115 00	
March 8, 1868.....	do	56 78	
Jan. 14, 1864.....	do	100 00	
Jan. 9, 1868.....	do	54 70	404 48
March 7, 1846.....	<i>Schuylerville Academy</i>	\$27 00	
Feb. 28, 1849.....	do	8 00	
Feb. 28, 1856.....	do	112 16	
Jan. 9, 1863.....	do	50 00	197 16

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 29, 1840	Seneca Falls Academy	\$129 50	\$239 50
March 7, 1846	do	110 00	
March 1, 1848	Seward Female Seminary	-----	100 00
Jan. 8, 1857	Sodus Academy	\$67 25	119 25
Jan. 10, 1861	do	27 00	
Jan. 12, 1866	do	25 00	
Dec. 3, 1847	Spencertown Academy	\$156 30	206 30
Jan. 12, 1866	do	50 00	
Feb. 26, 1836	Springville Academy (now Griffith Institute)	\$250 00	657 00
Feb. 28, 1850	do	128 00	
Jan. 9, 1863	do	29 00	
Jan. 13, 1865	do	250 00	
March 1, 1848	Starkey Seminary	\$250 00	30 00
Feb. 28, 1851	do	32 00	
Feb. 25, 1853	do	20 00	
Feb. 28, 1856	do	20 00	
Jan. 21, 1858	do	30 00	
Jan. 10, 1861	do	30 00	

[Senate. No. 49.]		25	
Jan. 9, 1863	do	25 00	
April 10, 1863	do	25 00	
Jan. 14, 1864	do	125 00	
Jan. 11, 1867	do	82 00	639 00
Feb. 12, 1839	Stillwater Seminary	\$250 00	
Feb. 29, 1840	do	150 00	
May 18, 1841	do	125 00	
Jan. 25, 1842	do	101 00	
March 24, 1848	do	100 00	
Feb. 28, 1850	do	100 00	
Jan. 13, 1859	Susquehanna Seminary	826 00	
March 15, 1839	Syracuse Academy	200 00	
April 13, 1842	do	\$250 00	
		206 00	
May 18, 1841	Troy Academy	\$250 00	
Jan. 14, 1864	do	150 00	
Jan. 11, 1867	do	80 60	456 00
May 6, 1838	Troy Female Seminary	\$250 00	
Feb. 29, 1840	do	250 00	
May 18, 1841	do	250 00	
April 13, 1842	do	250 00	
March 12, 1844	do	250 00	
			1,250 00

ACADEMIES.

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Jan. 14, 1864	Troy High School	\$225 00	\$475 00
Jan. 11, 1867	do	250 00	
Jan. 31, 1862	Trumansburgh Academy	\$190 00	
Jan. 9, 1863	do	171 00	461 00
Jan. 14, 1864	do	100 00	
Jan. 13, 1860	Unadilla Academy	\$27 60	
April 10, 1863	do	72 00	99 60
April 13, 1842	Union Literary Society of Ellisburgh	\$75 00	
Feb. 28, 1850	Union Literary Society	250 00	
Jan. 21, 1858	do	175 00	629 19
Jan. 10, 1861	Union Academy, Belleville	49 19	
Jan. 13, 1865	do	80 00	
May 28, 1847	Union Village Academy	\$45 00	237 25
March 24, 1848	do	75 00	
Jan. 13, 1860	do	103 00	
Jan. 13, 1865	do	14 25	

July 4, 1835	Utica Academy	\$250 00	931 00
Feb. 23, 1855	do	250 00	
Feb. 2, 1857	do	125 00	
April 10, 1863	do	56 00	
Jan. 9, 1868	do	250 00	
May 18, 1841	Utica Female Academy	\$50 00	
Nov. 19, 1858	do	100 00	150 00
March 19, 1839	Vernon Academy	\$250 00	
April 13, 1842	do	100 00	
Feb. 28, 1856	do	15 00	
Jan. 21, 1858	do	200 00	565 00
March 7, 1846	Wallkill Academy	\$60 00	
March 1, 1848	do	20 00	
Jan. 10, 1861	do	250 00	330 00
Feb. 23, 1855	Walton Academy	\$65 00	
Jan. 21, 1858	do	189 00	
Jan. 10, 1861	do	90 00	
Jan. 9, 1863	do	75 00	
Jan. 9, 1868	do	51 50	
March 12, 1844	Walworth Academy	\$210 00	\$470 50
Feb. 26, 1852	do	250 00	

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
Feb. 25, 1853	Walworth Academy	\$60 00	\$545 00
Jan. 9, 1863	do	25 00	44 56
Jan. 13, 1865	Warrensburg Academy	-----	120 00
Feb. 23, 1855	Warsaw Union School	-----	
Jan. 9, 1863	Warwick Institute	\$46 50	
Jan. 12, 1866	do	73 00	119 50
Sept. 6, 1837	Washington Academy	\$60 00	
March 12, 1844	do	163 00	
March 7, 1846	do	100 00	
Feb. 28, 1851	do	47 00	
April 10, 1863	do	35 00	
Jan. 14, 1864	do	105 00	
Jan. 12, 1866	do	16 00	526 00
Feb. 28, 1856	Washington County Seminary and Collegiate Institute	\$180 05	
March 5, 1857	do	86 10	
Jan. 21, 1858	do	127 43	
Jan. 13, 1859	do	64 59	
Jan. 14, 1864	do	100 00	

Jan. 13, 1865	do (See Fort Edward Collegiate Institute).	100 00	658 17
March 15, 1839	Waterford Academy	-----	100 00
March 21, 1843	Waterloo Academy	-----	250 00
Jan. 9, 1863	Waterloo Union School	\$25 00	
Jan. 13, 1865	do	14 25	39 25
Jan. 10, 1861	Waverly Institute	\$130 00	
Jan. 9, 1868	do	250 00	380 00
Feb. 29, 1840	Westfield Academy	\$200 00	
Feb. 28, 1850	do	22 00	
Jan. 9, 1862	do	20 00	
Jan. 9, 1863	do	250 00	
Jan. 14, 1864	do	65 00	
Jan. 13, 1865	do	73 00	630 00
Feb. 26, 1852	West Winfield Academy	\$55 00	
Feb. 28, 1856	do	250 00	
Feb. 2, 1857	do	250 00	
Jan. 21, 1858	do	250 00	
Jan. 9, 1862	do	25 00	
March 7, 1846	Wilson Collegiate Institute	\$250 00	830 00
May 28, 1847	do	126 33	
March 1, 1848	do	106 27	

SCHEDULE No. 8—Continued.

When granted.	NAMES OF ACADEMIES.	Amount granted.	Total.
March 28, 1849.....	Wilson Collegiate Institute (Continued)	\$65 10	\$621 51
Feb. 28, 1851.....	do	50 31	
Jan. 9, 1862.....	do	23 50	
Feb. 28, 1851.....	Windsor Academy	\$16 00	167 00
Feb. 25, 1853.....	do	25 00	
Feb. 23, 1855.....	do	126 00	
Feb. 24, 1854.....	Whitehall Academy	-----	179 00
March 15, 1839.....	Whitesboro' Academy	\$50 00	100 00
Feb. 29, 1840.....	do	50 00	
March 7, 1846.....	Whitestown Seminary	\$250 00	
March 1, 1848....	do	250 00	1,029 00
Feb. 25, 1853....	do	9 00	
Feb. 24, 1854....	do	20 00	
Feb. 28, 1856.....	do	250 00	
Jan. 8, 1857.....	do	250 00	
March 21, 1843.....	Yates Academy	\$175 50	1,029 00
March 7, 1846.....	do	20 00	

March 24, 1848.....	do	.....	250 00	
Feb. 28, 1850.....	do	.....	75 00	520 50
From which deduct, returned by				\$96,682 92
Riga Academy, 1854			\$200 00	
North Salem Academy, 1855			17 00	
Brookfield Academy, 1856			175 00	
Genesee Wesleyan Seminary, 1863			16 00	
Medina Academy, 1863			25 00	
Cherry Valley Academy, 1864			250 00	683 00
				\$95,999 92

SUMMARY.

	Am't of moneys raised by aca- demies.	Am't of moneys granted by the Regents.	To
In the year 1835..	\$1,852 00	\$1,852 00	\$3,
do 1836..	1,183 00	1,183 00	2,
do 1837..	2,110 00	2,110 00	4,
do 1838..	2,475 00	2,475 00	4,
do 1839..	4,049 15	4,049 15	8,
do 1840..	3,597 14	3,597 14	7,
do 1841..	4,337 00	4,337 00	8,
do 1842..	3,373 00	3,373 00	6,
do 1843..	1,455 88	1,455 88	2,
do 1844..	3,423 03	3,423 03	6,
do 1845..	1,861 00	1,861 00	3,
do 1846..	2,708 50	2,708 50	5,
do 1847..	2,602 38	2,602 38	5,
do 1848..	2,900 27	2,900 27	5,
do 1849..	1,534 60	1,534 60	3,
do 1850..	2,979 45	2,978 45	5,
do 1851..	2,532 31	2,532 31	5,
do 1852..	2,669 65	2,669 65	5,
do 1853..	3,119 00	3,119 00	6,
do 1854..	2,926 07	2,926 07	5,
do 1855..	2,500 00	2,500 00	5,
do 1856..	2,452 21	2,452 21	4,
do 1857..	2,712 85	2,712 85	5,
do 1858..	4,240 21	4,240 21	8,
do 1859..	2,798 22	2,798 22	5,
do 1860..	2,500 00	2,500 00	5,
do 1861..	2,500 00	2,500 00	5,
do 1862..	2,500 00	2,500 00	5,
do 1863..	5,500 00	5,500 00	11,
do 1864..	3,000 00	3,000 00	6,
do 1865..	3,291 00	3,291 00	6,
do 1866..	3,000 00	3,000 00	6,
do 1867..	3,000 00	2,000 00	6,
do 1868..	3,000 00	3,000 00	6,
Total	\$96,682 92	\$96,682 92	\$193,

The Regents are in possession of testimony, duly authenticated, showing that the whole of the foregoing amount has been devoted to the purchase of books and apparatus, with the following exceptions. Of the moneys raised and granted in the year :

1835	there is unaccounted for	.....	None.
1836	do	do	\$217 16
1837	do	do	None.
1838	do	do	None.
1839	do	do	None.
1840	do	do	\$133 56
1841	do	do	None.
1842	do	do	\$11 00
1843	do	do	None.
1844	do	do	\$100 00
1845	do	do	None.
1846	do	do	None.
1847	do	do	None.
1848	do	do	\$2 70
1849	do	do	None.
1850	do	do	None.
1851	do	do	None.
1852	do	do	None.
1853	do	do	None.
1854	do	do	None.
1855	do	do	\$250 00
1856	do	do	None.
1857	do	do	None.
1858	do	do	None.
1859	do	do	None.
1860	do	do	None.
1861	do	do	None.
1862	do	do	None.
1863	do	do	None.
1864	do	do	None.
1865	do	do	\$15 25
1866	do	do	\$8 70
1867	do	do	\$449 32

But, as the above amounts have been suspended from the annual apportionments to the delinquent academies, the State sustains no loss.

SUMMARY.

	Am't of moneys raised by aca- demies.	Am't of moneys granted by the Regents.	Total.
In the year 1835..	\$1,852 00	\$1,852 00	\$3,704 00
do 1836..	1,183 00	1,183 00	2,366 00
do 1837..	2,110 00	2,110 00	4,220 00
do 1838..	2,475 00	2,475 00	4,950 00
do 1839..	4,049 15	4,049 15	8,098 30
do 1840..	3,597 14	3,597 14	7,194 28
do 1841..	4,337 00	4,337 00	8,674 00
do 1842..	3,373 00	3,373 00	6,746 00
do 1843..	1,455 88	1,455 88	2,911 76
do 1844..	3,423 03	3,423 03	6,846 06
do 1845..	1,861 00	1,861 00	3,722 00
do 1846..	2,708 50	2,708 50	5,417 00
do 1847..	2,602 38	2,602 38	5,204 76
do 1848..	2,900 27	2,900 27	5,800 54
do 1849..	1,534 60	1,534 60	3,069 20
do 1850..	2,979 45	2,978 45	5,978 90
do 1851..	2,532 31	2,532 31	5,064 62
do 1852..	2,669 65	2,669 65	5,339 30
do 1853..	3,119 00	3,119 00	6,238 00
do 1854..	2,926 07	2,926 07	5,852 14
do 1855..	2,500 00	2,500 00	5,000 00
do 1856..	2,452 21	2,452 21	4,904 42
do 1857..	2,712 85	2,712 85	5,425 70
do 1858..	4,240 21	4,240 21	8,480 42
do 1859..	2,798 22	2,798 22	5,596 44
do 1860..	2,500 00	2,500 00	5,000 00
do 1861..	2,500 00	2,500 00	5,000 00
do 1862..	2,500 00	2,500 00	5,000 00
do 1863..	5,500 00	5,500 00	11,000 00
do 1864..	3,000 00	3,000 00	6,000 00
do 1865..	3,291 00	3,291 00	6,582 00
do 1866..	3,000 00	3,000 00	6,000 00
do 1867..	3,000 00	3,000 00	6,000 00
do 1868..	3,000 00	3,000 00	6,000 00
Total	\$96,682 92	\$96,682 92	\$193,365 84

The Regents are in possession of testimony, duly authenticated, showing that the whole of the foregoing amount has been devoted to the purchase of books and apparatus, with the following exceptions. Of the moneys raised and granted in the year :

1835	there is unaccounted for	.....	None.	
1836	do	do	.....	\$217 16
1837	do	do	.....	None.
1838	do	do	.....	None.
1839	do	do	.....	None.
1840	do	do	.....	\$133 56
1841	do	do	.....	None.
1842	do	do	.....	\$11 00
1843	do	do	.....	None.
1844	do	do	.....	\$100 00
1845	do	do	.....	None.
1846	do	do	.....	None.
1847	do	do	.....	None.
1848	do	do	.....	\$2 70
1849	do	do	.....	None.
1850	do	do	.....	None.
1851	do	do	.....	None.
1852	do	do	.....	None.
1853	do	do	.....	None.
1854	do	do	.....	None.
1855	do	do	.....	\$250 00
1856	do	do	.....	None.
1857	do	do	.....	None.
1858	do	do	.....	None.
1859	do	do	.....	None.
1860	do	do	.....	None.
1861	do	do	.....	None.
1862	do	do	.....	None.
1863	do	do	.....	None.
1864	do	do	.....	None.
1865	do	do	.....	\$15 25
1866	do	do	.....	\$8 70
1867	do	do	.....	\$449 32

But, as the above amounts have been suspended from the annual apportionments to the delinquent academies, the State sustains no loss.

SCHEDULE No. 9,

Containing abstracts from the Academic Reports for the academic year 1866-7, showing the number of teachers employed, the number of terms into which the academic year is divided, and the number of weeks of vacation in each year, with the frequency of exercises in elementary studies, and in composition and declamation.

NAMES OF ACADEMIES.	No. of teachers.	Male.	Female.	No. of teachers who intend to make teaching a profession.	No. of academic terms.	No. of weeks of vacation in each year.
Academy at Little Falls	5	2	3	3	3	10
Academy of Dutchess County	5	4	1	5	4	12
Albany Academy	13	11	2	10	4	9
Albion Academy	6	3	3	3	3	11
Alfred University Acad. Dep't.	7	4	3	5	3	13
Ames Academy	2	1	1	1	3	10
Andes Collegiate Institute	6	3	3	.....	3	10
Angelica Academy	3	1	2	2	3	10
Antwerp Liberal Literary Institute ..	7	3	4	4	3	12
Arcade Academy	3	1	2	2	3	11
Argyle Academy	2	1	1	2	3	10
Attica Union School	6	1	5	6	3	11
Auburn Academic High School	4	2	2	3	3	8
Augusta Academy	1	.....	1	.....	3	10
Aurora Academy	2	2	.....	1	3	10

Baldwinsville Academy.....	3	1	2	3	12
Batavia Union School	2	1	1	3	10
Binghamton Academy	6	2	4	3	10
Brookfield Academy	4	1	3	3	13
Brooklyn Collegiate and Polytechnic Institute.....	25	25		4	12
Buffalo Central School.....	9	6	3	3	10
Buffalo Female Academy.....	12	5	7	4	12
Cambridge Washington Academy	5	1	4	3	10
Canajoharie Academy	4	2	2	3	10
Canandaigua Academy.....	8	7	1	4	10
Canton Academy	4	1	3	3	13
Cary Collegiate Seminary.....	7	3	4	3	12
Catskill Free Academy	3	1	2	3	9
Cayuga Lake Academy	4	2	2	2	10
Chamberlain Institute	6	2	4	5	10
Champlain Academy	3	1	2	2	12
Chester Academy	4	1	3	3	10
Cincinnati Academy.....	5	1	4	4	10
Clarence Academy	4	1	3	3	12
Claverack Academy and Hudson River Institute.....	19	9	10	19	11
Clinton Academy	1	1		2	8
Clinton Grammar School	8	1	7	2	12
Clinton Liberal Institute.....	14	5	9	9	12
Corning Free Academy	4	1	3	2	10
Cortland Academy	6	3	3	6	10
Cortlandville Academy	6	2	4	3	10
Coxsackie Academy	4	2	2	3	10

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	No. of teachers.	Male.	Female.	No. of teachers who intend to make teaching a profession.	No. of academic terms.	No. of weeks of vacation in each year.
Dansville Seminary.....	4	2	2	3	3	12
Deaf and Dumb Institution.....	---	---	---	---	---	---
Delaware Academy.....	7	4	3	2	3	10
Delaware Literary Institute.....	7	5	2	4	3	10
Deposit Academy.....	3	1	2	2	3	10
De Ruyter Institute.....	7	2	5	3	3	10
Dundee Academy.....	3	1	2	1	3	10
East Bloomfield Academy.....	3	1	2	---	3	10
East Genesee Conference Seminary.....	5	2	3	4	3	12
Ellington Academy.....	2	1	1	---	3	10
Elmira Free Academy.....	3	2	1	---	3	12
Erasmus Hall Academy.....	4	2	2	3	4	8
Evans Academy.....	2	1	1	---	3	12
Fairfield Academy.....	9	6	3	5	3	13
Falley Seminary.....	12	7	5	12	3	18
Forestville Free Academy.....	3	2	1	2	3	12
Fort Covington Academy.....	3	1	2	3	3	10
Fort Edward Collegiate Institute.....	16	9	7	10	3	13
Fort Plain Seminary and Female Collegiate Institute.....	6	3	3	---	3	13

Franklin Academy, Malono.....	4	2	2	2	2	2	3	10
Franklin Academy, Prattsburg.....	4	2	2	2	2	3	3	10
Fredonia Academy.....	3	1	1	2	2	3	3	10
Friends' Academy.....	11	6	6	5	5	---	2	12
Friendship Academy.....	2	2	---	---	---	---	3	13
Genesee Valley Seminary.....	5	1	1	4	4	3	3	12
Genesee Wesleyan Seminary.....	11	6	6	5	5	9	3	13
Genesee and Wyoming Seminary.....	3	1	1	2	2	2	3	13
Genesco Academy.....	8	4	4	4	4	6	3	10
Geneva Classical and Union School.....	15	3	3	12	12	13	3	10
Gilbertsville Academy and Collegiate Institute.....	4	1	1	3	3	4	3	10
Glen's Falls Academy.....	7	1	1	6	6	1	3	10
Gloversville Union Seminary.....	8	4	4	4	4	6	4	8
Gouverneur Wesleyan Seminary.....	7	2	2	5	5	4	3	12
Grammar School of Madison University.....	4	4	4	---	---	1	3	12
Greenville Academy.....	1	1	1	---	---	1	3	10
Griffith Institute.....	5	1	1	4	4	4	8	10
Groton Academy.....	7	4	4	8	8	6	3	10
Halfmoon Academy.....	5	2	2	8	8	4	3	10
Hartford Academy.....	2	1	1	1	1	1	3	14
Hartwick Seminary.....	2	2	2	---	---	---	3	12
Holley Academy.....	2	1	1	1	1	1	3	19
Hudson Academy.....	3	1	1	2	2	---	3	10
Hungerford Collegiate Institute.....	10	5	5	5	5	---	3	13
Huntington Union School.....	3	2	2	1	1	3	4	8
Ithaca Academy.....	5	3	3	2	2	8	3	10
Jamestown Union School and Coll. Inst.	3	2	2	1	1	2	3	10

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	No. of teachers.	Male.	Female.	No. of teachers who intend to make teaching a profession.	No. of academic terms.	No. of weeks of vacation in each year.
Johnstown Academy.....	5	1	4	4	4	10
Jonesville Academy.....	8	4	4	7	3	12
Keeseeville Academy.....	3	1	2	2	3	10
Kinderhook Academy.....	3	1	2	3	2	10
Kingston Academy.....	3	1	2	3	3	8
Knoxville Academy.....	1	1	---	1	3	10
Lansingburgh Academy.....	7	3	4	7	4	12
Lawrenceville Academy.....	4	2	2	3	3	10
Leavenworth Institute.....	3	1	2	2	3	10
Le Roy Academic Institute.....	8	3	5	2	3	12
Liberty Normal Institute.....	9	4	5	8	4	12
Lockport Union School.....	12	3	9	10	3	9
Lowville Academy.....	5	3	2	1	3	10
Lyons Union School.....	14	4	10	---	3	10
Macedon Academy.....	3	2	1	---	3	10
Manlius Academy.....	3	1	2	1	3	10
Marathon Academy.....	3	1	2	---	3	13
Marion Collegiate Institute.....	5	2	3	4	3	10
Marshall Seminary of Easton.....	3	1	2	3	3	10

Mechanicville Academy.....	7	2	5	5	5	13
Medina Academy.....	2	1	1	1	3	10
Mexico Academy.....	6	3	3	1	3	10
Middlebury Academy.....	4	2	2	2	3	10
Monroe Academy.....	1	1	---	---	3	10
Montgomery Academy.....	3	1	2	2	3	10
Monticello Academy.....	6	3	3	---	4	12
Moravia Institute.....	2	1	1	1	3	10
Mount Morris Union School.....	3	1	2	---	3	10
Mount Pleasant Academy.....	8	8	---	---	3	23
Munro Collegiate Institute.....	5	1	4	3	3	10
Naples Academy.....	4	2	2	3	3	10
Newark Union Free School.....	9	2	7	8	3	9
New Berlin Academy.....	4	1	3	4	5	12
New Paltz Academy.....	5	1	4	5	3	10
New York Central Academy.....	4	1	3	---	3	10
New York Conference Seminary and Collegiate Inst.	8	3	5	6	3	13
North Granville Ladies' Seminary.....	11	4	7	11	3	13
Norwich Academy.....	5	2	3	5	3	10
Ogdensburg Educational Institute.....	2	1	1	---	3	9
Olean Academy.....	7	2	5	4	3	13
Oneida Seminary.....	6	2	4	5	3	10
Oneida Conference Seminary.....	10	6	4	6	3	10
Onondaga Academy.....	6	1	5	6	3	10
Oswego High School.....	3	2	1	3	2	12
Owego Academy.....	3	2	1	3	3	10
Oxford Academy.....	6	3	3	5	3	10

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	No. of teachers.	Male.	Female.	No. of teachers who intend to make teaching a profession.	No. of academic terms.	Number of weeks of vacation in each year.
Packer Collegiate Institute	31	4	27	---	4	12
Palmyra Classical and Union School	5	2	3	5	4	10
Palatine Bridge Union Free School	2	1	1	1	3	10
Peekskill Academy	9	9	---	2	2	10
Penfield Seminary	3	1	2	3	3	10
Penn Yan Academy	6	3	3	5	3	11
Perry Academy	8	2	6	6	3	13
Phelps Union and Classical School	8	1	7	---	3	10
Phipps Union Seminary	8	1	7	8	3	12
Pike Seminary	3	1	2	1	3	11
Plattsburg Academy	3	1	2	1	3	11
Pompey Academy	2	1	1	1	3	10
Port Byron Free School and Academy	6	1	5	6	3	10
Prospect Academy	2	1	1	2	3	12
Pulaski Academy	4	2	2	3	3	10
Red Creek Union Seminary	6	2	4	5	3	13
Rochester Free Academy	5	2	3	4	3	13
Rogersville Union Seminary	5	2	3	---	3	13
Rome Academy	5	2	3	4	3	11

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	No. of teachers.	Male.	Female.	No. of teachers who intend to make teaching a profession.	No. of academic terms.	No. of weeks of vacation in each year.
Warwick Institute.....	3	1	2	.....	3	10
Washington Academy.....	3	1	2	3	3	10
Waterloo Union School.....	10	2	8	10	3	12
Watertown High School.....	5	2	3	.....	3	12
Watkins Academy.....	3	1	2	.....	3	10
Waverly Institute.....	5	2	3	.....	4	8
Webster Academy.....	2	1	1	1	3	13
Westfield Academy.....	3	1	2	3	3	10
West Winfield Academy.....	5	3	2	3	3	10
Whitehall Academy.....	12	5	7	5	3	10
Whitney's Point Union School.....	4	1	3	3	3	10
Whitestown Seminary.....	12	5	7	5	3	10
Wilson Collegiate Institute.....	3	2	1	3	3	10
Windsor Academy.....	4	2	2	3	3	10
Yates Academy.....	2	1	1	.....	3	10
Yates Polytechnic Institute.....	1	.....	1	1	3	13
	1,081	471	610	621		

NAMES OF ACADEMIES.	Exercises in reading every	Exercises in spelling every	Exercises in writing every	Exercises in composition every	Exercises in declamation every
Academy at Little Falls.....	Day	Day	Day	2 weeks	2 weeks.
Academy of Dutchess County	2 days	2 days	Day	4 weeks	4 weeks.
Albany Academy	3 days	Day	Day	Week	Week.
Albion Academy	Day	Day	Day	2 weeks	2 weeks.
Alfred Univ'y Acad. Dep't	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks.
Ames Academy	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks.
Andes Collegiate Institute	2 days	2 days	Day	3 weeks	3 weeks.
Angelica Academy	Day	Day	Day	2 weeks	2 weeks.
Antwerp Liberal Literary Institute	Day	Day	2 days	4 weeks	4 weeks.
Arcade Academy	2 days	2 days	3 days	2 weeks	2 weeks.
Argyle Academy	Day	Day	Day	3 weeks	3 weeks.
Attica Union School	2 days	Day	Day	2 weeks	2 weeks.
Auburn Academic High School	2 days	2 days	2 days	2 weeks	2 weeks.
Augusta Academy	Day	Day	Day	2 weeks	2 weeks.
Aurora Academy	2 days	2 days	Day	4 weeks	4 weeks.
Baldwinsville Academy	Day	Day	Day	2 weeks	2 weeks.
Batavia Union School	2 days	2 days	Day	2 weeks	2 weeks.
Binghamton Academy	2 days	3 days	3 days	2 weeks	2 weeks.
Brookfield Academy	Day	Day	Day	2 weeks	2 weeks.
Brooklyn Coll. and Polytech. Institute	Week .....	.....	.....	2 weeks	2 weeks.

ACADEMIES.

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	Exercises in reading every	Exercises in spelling every	Exercises in writing every	Exercises in composition every	Exercises in declamation every
Buffalo Central School.....	Day	Day	Day	2 weeks	2 weeks.
Buffalo Female Academy.....	Day	Day	Day	2 weeks	2 weeks.
Cambridge Washington Academy.....	Day	Day	Day	2 weeks	2 weeks.
Canajoharie Academy.....	Day	3 days	Day	2 weeks	2 weeks.
Canandaigua Academy.....	Day	5 days	Day	3 weeks	3 weeks.
Canton Academy.....	5 days	3 days	2 days	2 weeks	Week.
Cary Collegiate Seminary.....	3 days	3 days	3 days	2 weeks	2 weeks.
Catskill Free Academy.....	2 days	2 days	Day	2 weeks	2 weeks.
Cayuga Lake Academy.....	Day	Day	Day	3 weeks	Week.
Chamberlain Institute.....	Day	Day	Day	2 weeks	2 weeks.
Champlain Academy.....	Day	Day	Day	2 weeks	Week.
Chester Academy.....	Day	Day	Day	2 weeks	2 weeks.
Cincinnati Academy.....	2 days	2 days	3 days	2 weeks	2 weeks.
Clarence Academy.....	Day	Day	Day	Week	Week.
Claverack Academy & Hudson River Inst.....	Day	2 days	2 days	2 weeks	2 weeks.
Clinton Academy.....	Day	Day	Day	2 weeks	2 weeks.
Clinton Grammar School.....	Day	Day	Day	Week	Week.
Clinton Liberal Institute.....	2 days	2 days	2 days	2 weeks	2 weeks.
Corning Free Academy.....	2 days	2 days	Day	2 weeks	2 weeks.
Cortland Academy.....	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks.

Cortlandville Academy	2 days	Day	2 days	Day	2 weeks	2 weeks.
Coxsackie Academy	Day	Day	Day	Day	2 weeks	2 weeks.
Danville Seminary	2 days	2 days	2 days	Day	4 weeks	4 weeks.
Deaf and Dumb Institution						
Delaware Academy	Day	Day	Day	Day	2 weeks	2 weeks.
Delaware Literary Institute	10 days	10 days	10 days	10 days	2 weeks	2 weeks.
De Kuyter Institute	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks.
Dundee Academy	2 days	Day	Day	2 days	3 weeks	3 weeks.
East Bloomfield Academy	2 days	2 days	2 days	Day	2 weeks	2 weeks.
East Genesee Conference Seminary	3 days	3 days	3 days	2 weeks	2 weeks	2 weeks.
Ellington Academy	Day	Day	Day	Day	2 weeks	2 weeks.
Elmira Free Academy	2 days	Day	Day	Day	2 weeks	2 weeks.
Evans Academy	2 days	Day	Day	3 days	4 weeks	4 weeks.
Fairfield Academy	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks.
Falley Seminary	3 weeks	3 weeks	3 weeks	3 weeks	2 weeks	2 weeks.
Forestville Free Academy	Day	2 days	2 days	2 days	2 weeks	2 weeks.
Fort Covington Academy	Day	Day	Day	Day	2 weeks	2 weeks.
Fort Edward Collegiate Institute	Day	2 days	2 days	2 days	3 weeks	3 weeks.
Fort Plain Seminary & Female Col. Inst.	Day	Day	Day	Day	2 weeks	2 weeks.
Franklin Academy, Malone	Day	Day	Day	Day	3 weeks	3 weeks.
Franklin Academy, Prattsburg	Week	Day	Day	Day	2 weeks	2 weeks.
Fredonia Academy	Day	Day	Day	Day	2 weeks	2 weeks.
Friends' Academy	2 days	2 days	2 days	Day	3 weeks	3 weeks.
Friendship Academy	2 days	2 days	2 days	2 days	2 weeks	2 weeks.
Genesee Valley Seminary	Day	Week	Week	Day	2 weeks	Week.
Genesee Wesleyan Seminary	Week	Week	Week	Week	2 weeks	2 weeks.
Genesee and Wyoming Seminary	2 days	2 days	2 days	Day	2 weeks	2 weeks.

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	Exercises in reading every	Exercises in spelling every	Exercises in writing every	Exercises in composition every	Exercises in declamation every
Geneseo Academy	2 days	2 days	Day	2 weeks	2 weeks.
Geneva Classical and Union School	Day	Day	Day	2 weeks	2 weeks.
Gilbertsville Academy and Coll. Inst.	Day	Day	Day	3 weeks	3 weeks.
Glen's Falls Academy	Day	2 days	2 days	2 weeks	3 weeks.
Gloversville Union Seminary	Day	Day	Day	2 weeks	2 weeks.
Gouverneur Wesleyan Seminary	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks.
Grammar School of Madison University	Week	Day	Day	4 weeks	4 weeks.
Greenville Academy	Day	Day	Day	3 weeks	3 weeks.
Griffith Institute	2 days	2 days	Day	2 weeks	2 weeks.
Groton Academy	2 days	Week	Week	2 weeks	2 weeks.
Halfmoon Academy	Day	Day	Day	2 weeks	2 weeks.
Hartford Academy	Day	Day	Day	2 weeks	2 weeks.
Hartwick Seminary	Day	Day	Day	2 weeks	2 weeks.
Holley Academy	Day	Day	Day	2 weeks	2 weeks.
Hudson Academy	Day	Day	Day	2 weeks	2 weeks.
Hungerford Collegiate Institute	Week	Week	Week	2 weeks	2 weeks.
Huntington Union School	3 days	3 days	3 days	3 weeks	3 weeks.
Ithaca Academy	Week	Week	3 days	4 weeks	4 weeks.
Jamestown Union School and Coll. Inst.	Day	3 days	Day	3 weeks	3 weeks.
Johnstown Academy	Day	Day	Day	2 weeks	2 weeks.
Jonesville Academy	2 days	2 days	Day	3 weeks	3 weeks.

Kingston Academy	3 days	Day	3 days	3 days	4 weeks.
Knoxville Academy	2 days	Day	Day	3 weeks	3 weeks.
Lausburgh Academy	2 days	Day	2 days	2 weeks	2 weeks.
Lawrenceville Academy	3 days	3 days	Day	3 weeks	3 weeks.
Leavenworth Institute	Day	Day	Day	4 weeks	4 weeks.
Le Roy Academic Institute	2 days	Day	Day	Week	Week.
Liberty Normal Institute	Day	Day	Day	2 weeks	2 weeks.
Lockport Union School	Day	Day	Day	3 weeks	3 weeks.
Lowville Academy	2 days	Day	Day	2 weeks	2 weeks.
Macedon Academy	Day	Day	Day	Week	Week.
Manlius Academy	3 days	Day	2 days	2 weeks	2 weeks.
Marathon Academy	Week	2 days	2 days	2 weeks	2 weeks.
Marion Collegiate Institute	Week	2 days	2 days	2 weeks	2 weeks.
Marshall Seminary of Easton	Day	Day	Day	3 weeks	3 weeks.
Mechanicville Academy	2 days	Day	Day	2 weeks	2 weeks.
Medina Academy	Day	Day	Day	2 weeks	2 weeks.
Mexico Academy	Day	Day	Day	2 weeks	2 weeks.
Middlebury Academy	Week	2 days	2 days	2 weeks	2 weeks.
Monroe Academy	Day	Day	Day	2 weeks	2 weeks.
Montgomery Academy	Day	Day	Day	2 weeks	2 weeks.
Monticello Academy	Day	Day	Day	Week	Week.
Moravia Institute	2 days	3 days	3 days	2 weeks	2 weeks.
Mount Morris Union School	Day	Day	Day	2 weeks	2 weeks.
Munro Collegiate Institute	Week	Day	Day	3 weeks	3 weeks.
Naples Academy	2 days	2 days	2 days	2 weeks	2 weeks.

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	Exercises in reading every	Exercises in spelling every	Exercises in writing every	Exercises in composition every	Exercises in declamation every
Newark Union Free School.....	Day	Day	Day	2 weeks	2 weeks.
New Berlin Academy	Day	Day	Day	2 weeks	2 weeks.
New Paltz Academy	Day	Day	Day	Day	2 weeks.
New York Central Academy.....	Day	Day	Day	2 weeks	2 weeks.
New York Conf. Sem. & Col. Inst.....	Day	Day	2 days	2 weeks	2 weeks.
Norwich Academy	2 days	Day	Day	2 weeks	2 weeks.
Ogdensburgh Educational Institute.....	Day	Day	Day	2 weeks	2 weeks.
Olean Academy	Day	Day	Day	2 weeks	2 weeks.
Oneida Seminary	Day	Day	Day	2 weeks	2 weeks.
Oneida Conference Seminary	Day	Day	Day	3 weeks	3 weeks.
Onondaga Academy	Day	Day	Day	Week	Week.
Ontario Female Seminary.....	Day	2 days	Day	2 weeks	Week.
Oswego High School	Day	Day	Day	Week	2 weeks.
Owego Academy	Week	Week	Week	2 weeks	2 weeks.
Oxford Academy	2 days	2 days	2 days	2 weeks	2 weeks.
Packer Collegiate Institute.....	3 days	Day	Day	2 weeks	2 weeks.
Palmyra Classical and Union School.....	Day	Day	Day	2 weeks	2 weeks.
Palatine Bridge Union Free School.....	Day	Day	Day	Week	Week.
Peekskill Academy	2 weeks	Day	Day	2 weeks	2 weeks.
Penfield Seminary	Day	Day	Day	Week	Week.

from 1st Academy	Day	Day	Day	Day	11 weeks.	4 weeks.
Perry Academy	Day	Day	Day	Day	Week.	Week.
Phelps Union and Classical School	Day	Day	Day	Day	2 weeks.	2 weeks.
Phipps Union Seminary	Day	Day	Day	Day	2 weeks.	Week.
Pike Seminary	Week.	Week.	Week.	Week.	2 weeks.	2 weeks.
Plattsburg Academy	2 days	2 days	2 days	3 days	2 weeks.	2 weeks.
Pompey Academy	Day	Week.	Week.	Week.	2 weeks.	2 weeks.
Port Byron Free School and Academy	2 days	2 days	2 days	Day	2 weeks.	2 weeks.
Prospect Academy	Day	Day	Day	2 days	4 weeks.	4 weeks.
Pulaski Academy	2 days	2 days	2 days	Day	3 weeks.	3 weeks.
Red Creek Union Seminary	Day	Day	Day	Day	4 weeks.	4 weeks.
Rochester Free Academy					2 days.	2 days.
Rogersville Union Seminary	2 days	3 days	3 days	3 days	2 weeks.	2 weeks.
Rome Academy	Day	Day	Day	Day	Week.	3 weeks.
Rural Seminary	Day	Day	Day	Day	2 weeks.	2 weeks.
Rushford Academy	Day	Day	Day	Day	Day.	Day.
St. Lawrence Academy	Day	Day	Day	Day	3 weeks.	3 weeks.
Sauquoit Academy	2 days	2 days	2 days	Day	2 weeks.	2 weeks.
Schenectady Union School	Day	Day	Day	Day	Week.	2 weeks.
Scholarie Academy	2 days	2 days	2 days	2 days	2 weeks.	2 weeks.
Soneca Falls Academy	2 days	2 days	2 days	Day	2 weeks.	2 weeks.
Sodus Academy	Day	Day	Day	Day	3 weeks.	3 weeks.
Spencertown Academy	Day	Day	Day	Day	Week.	Week.
S. S. Seward Institute	Day	Day	Day	Day	Week.	Week.
Starkey Seminary	Day	2 days	2 days	2 days	2 weeks.	2 weeks.
Syracuse High School	2 weeks.	2 weeks.	2 weeks.	2 weeks.	Week.	Week.
Troy Academy	3 days	Day	Day	Day	4 weeks.	4 weeks.

SCHEDULE No. 9—Continued.

NAMES OF ACADEMIES.	Exercises in reading every	Exercises in spelling every	Exercises in writing every	Exercises in composition every	Exercises in declamation every
Troy Female Seminary	Week	Week	Week	2 weeks	2 weeks
Troy High School	2 days	Day	2 days	Week	2 weeks
Trumansburgh Academy	2 days	2 days	2 days	2 weeks	2 weeks
Unadilla Academy	Day	Day	Day	2 weeks	2 weeks
Union Academy of Belleville	Day	Day	Day	2 weeks	2 weeks
Union Hall Academy	Day	Day	2 days	2 weeks	2 weeks
Union Village Academy	Day	Day	Day	2 weeks	2 weeks
Utica Academy	Week	Week	Day	2 weeks	3 weeks
Vernon Academy	Day	Day	Day	3 weeks	3 weeks
Wallkill Academy	Week	Week	2 days	3 weeks	3 weeks
Walton Academy	3 days	3 days	Week	3 weeks	3 weeks
Walworth Academy	2 days	2 days	2 days	2 weeks	2 weeks
Warrensburgh Academy	2 days	2 days	Day	4 weeks	4 weeks
Warsaw Union School	Week	Week	Week	2 weeks	2 weeks
Warwick Institute	3 days	Day	Day	Week	2 weeks
Washington Academy	Day	Day	Day	2 weeks	2 weeks
Waterloo Union School	2 days	2 days	2 days	2 weeks	3 weeks
Watertown High School	2 days	Week	2 days	2 weeks	2 weeks
Watkins Academy	Day	Day	Day	2 weeks	2 weeks
Waverly Institute	Day	2 days	Day	2 weeks	2 weeks

Webster Academy	Day	Day	Day	4 weeks.
Westfield Academy	2 days	Day	Day	3 weeks.
West Winfield Academy	Day	Day	Day	Week.
Whitestown Seminary	Day	Day	Day	3 weeks.
Whitney's Point Union School	2 days	2 days	Day	2 weeks.
Wilson Collegiate Institute	2 days	Day	Day	Week.
Windsor Academy	Day	Day	Day	3 weeks.
Yates Polytechnic Institute	2 days	Week	2 days	2 weeks.

SCHEDULE No. 10.

Containing abstracts from the Academic reports for 1865-6, exhibiting a statement of the various prices charged for tuition, the leading branches of study taught in said academies; the average price of board in each academy and vicinity; the number of volumes in each academic library, and the number received from the State.

NAMES OF ACADEMIES.	Common Eng- lish studies, per annum.	Mathematical and higher English stu- dies, per an- num.	Classical stu- dies, includ- ing all of the preceding, per annum.	Average price of board per week.	Annual aver- age expense of tuition and board	Number of volumes in the acade- mic library.
Academy at Little Falls.....	\$21 00	\$25 50	\$28 50	\$4 00	\$193 00	636
Academy of Dutchess County.....	36 00	40 00	60 00	6 00	284 00	368
Albany Academy.....	24 00	52 00	60 00	5 00	263 00	1,036
Albion Academy.....	19 50	22 50	22 50	3 00	144 00	598
Alfred Academy.....	30 00	30 00	30 00	3 50	180 00	-----
Ames Academy.....	16 50	21 00	24 00	4 00	168 00	275
Andes Collegiate Institute.....	18 00	27 00	30 00	4 00	193 00	283
Angelen Academy.....	15 00	19 50	24 00	4 00	179 50	423
Antwerp Liberal Literary Instituto.....	15 00	18 00	24 00	3 50	159 00	669
Arcade Academy.....	16 50	19 50	21 75	3 50	161 75	77
Argyle Academy.....	18 00	21 00	27 00	4 00	189 00	901
Attica Union Free School.....	15 00	18 00	21 00	3 00	151 00	309
Auburn Academic High School.....	15 00	24 00	24 00	4 00	213 00	300
Augusta Academy.....	13 25	17 25	17 25	3 00	137 00	221
Aurora Academy.....	16 50	19 50	22 50	3 00	145 50	648
Baldwinsville Academy.....	15 00	21 00	24 00	3 50	160 00	371

Batavia Union School.....	15 00	15 00	18 00	4 00	185 00	1,255
Binghamton Academy.....	12 00	18 00	18 00	4 00	183 00	2,424
Brockport Collegiate Institute.....						82
Brookfield Academy.....	12 00	15 00	27 00	3 00	135 00	
Brooklyn Collegiate and Polytechnic Inst.	94 00	140 00	140 00	10 00	517 00	2,049
Buffalo Central School.....						687
Buffalo Female Academy.....	32 00	64 00	64 00	7 00	320 00	1,172
Cambridge Washington Academy.....	15 00	24 00	24 00	4 00	189 00	828
Canajoharie Academy.....	15 00	18 00	21 00	4 00	186 00	388
Canandaigua Academy.....	24 00	30 00	30 00	4 00	195 00	914
Canton Academy.....	18 00	24 00	24 00	3 00	176 00	507
Cary Collegiate Seminary.....	18 00	24 00	30 00	5 00	300 00	615
Cayuga Lake Academy.....	21 00	27 00	30 00	5 00	236 00	2,734
Chamberlain Institute.....	18 00	21 00	24 00	4 00	189 00	346
Champlain Academy.....	18 00	21 00	24 00	3 75	171 00	253
Chester Academy.....	21 00	24 00	30 00	4 50	214 00	721
Cincinnati Academy.....	14 40	18 00	21 60	3 50	165 00	323
Clarence Academy.....	17 50	21 00	24 50	5 50	161 00	218
Claverack Academy & Hudson River Inst.	18 00	27 00	42 00	6 00	300 00	1,198
Clinton Academy.....	16 00	20 00	28 00			
Clinton Grammar School.....	25 00	28 00	28 00	5 00	227 00	750
Clinton Liberal Institute.....	18 00	24 00	36 00	4 50	205 50	1,553
Corning Free Academy.....	15 00	15 00	16 00	4 00	186 00	212
Cortland Academy.....	21 00	27 00	30 00	3 50	173 00	1,526
Cortlandville Academy.....	18 00	24 00	27 00	4 00	190 50	786
Coxsackie Academy.....	16 50	22 50	31 50	4 50	208 00	110
Dansville Seminary.....	18 00	24 00	27 00	3 50	162 00	880

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	Common Eng- lish studies, per annum.	Mathematical and higher English stu- dies, per an- num.	Classical stu- dies, includ- ing all of the preceding, per annum.	Average price of board per week.	Annual aver- age expense of tuition and board.	Number of volumes in the acade- mic library
Deaf and Dumb Institution.....	.....	.....	.....	.....	.....	.....
Delaware Academy.....	\$15 00	\$21 00	\$24 00	\$3 50	\$167 00	1,411
Delaware Literary Institute.....	19 50	31 50	31 50	4 00	193 50	1,734
Deposit Academy.....	15 00	24 00	30 00	4 00	191 00	108
De Ruyter Institute.....	21 00	24 00	27 00	3 00	150 00	296
Dundee Academy.....	14 00	18 00	24 00	4 00	176 00	228
East Bloomfield Academy.....	19 50	24 00	27 00	3 00	149 50	648
East Genesee Conference Seminary.....	25 50	31 50	31 50	3 50	168 00	482
Ellington Academy.....	18 00	19 50	24 00	3 00	146 50	247
Elmira Free Academy.....	.....	30 00	30 00	.....	.....	146
Erasmus Hall Academy.....	32 00	48 00	60 00	.....	250 00	2,730
Evans Academy.....	18 00	21 00	24 00	.....	.....	291
Fairfield Academy.....	27 00	30 00	36 00	.....	.....	1,246
Falley Seminary.....	27 00	42 00	45 00	4 00	186 00	598
Forestville Free Academy.....	15 00	18 00	21 00	4 50	213 50	251
Fort Covington Academy.....	18 00	21 00	21 00	3 00	138 00	251
Fort Edward Collegiate Institute.....	20 00	30 00	40 00	3 00	145 50	165
Fort Plain Seminary & Fem. Coll. Inst.....	15 00	18 00	21 00	4 00	186 00	669
Franklin Academy, Malone.....	18 00	21 00	21 00	4 50	193 50	216
				4 00	185 00	491

Franklin Academy, Prattsburg.....	15 00	19 50	21 00	3 00	144 50	1,326
Fredonia Academy.....	18 00	21 00	21 00	4 00	189 00	2,318
Friends' Academy.....	36 00	36 00	36 00	3 00	180 00	325
Friendship Academy.....	16 50	21 00	21 00	4 00	174 75	199
Genesee Valley Seminary.....	15 75	19 25	21 75	4 00	179 00	331
Genesee Wesleyan Seminary.....	21 00	24 00	27 00	4 00	163 00	1,074
Genesee and Wyoming Seminary.....	15 90	19 80	23 10	3 50	166 50	559
Geneseo Academy.....	16 00	20 00	20 00	4 00	178 00	950
Geneva Classica and Union School.....	13 50	18 00	21 00	3 00	143 50	606
Gilbertsville Academy and Coll. Inst.	15 00	20 00	27 00	4 00	189 00	465
Glen's Falls Academy.....	22 00	28 00	32 00	4 00	201 00	244
Gloversville Union Seminary.....	15 00	24 00	24 00	3 50	161 00	240
Gouverneur Wesleyan Seminary.....	20 00	20 00	20 00	3 00	140 00	621
Grammar School of Madison University.....	16 00	20 00	30 00	3 50	165 00	648
Greenville Academy.....	18 00	21 00	24 00	3 50	168 00	386
Griffith Institute.....	15 00	18 00	21 00	3 50	168 00	233
Groton Academy.....	18 00	27 00	36 00	4 00	182 00	673
Halfmoon Academy.....	18 00	18 00	24 00	3 50	150 00	111
Hartford Academy.....	15 00	21 00	24 00	3 00	139 00	63
Hartwick Seminary.....	18 00	21 00	24 00	3 00	147 00	1,095
Holley Academy.....	20 00	32 00	44 00	4 00	193 25	263
Hudson Academy.....	18 00	21 00	24 00	4 00	177 00	184
Hungerford Collegiate Institute.....	20 00	24 00	24 00	5 00	240 00	424
Huntington Union School.....	18 00	24 00	24 00	3 75	181 00	618
Ithaca Academy.....	18 00	18 00	21 00	4 00	187 50	527
Jamestown Union School & Collegiate Inst.....	20 00	24 00	28 00	4 00	192 00	407
Johnstown Academy.....						281

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	Common English studies per annum.	Mathematical and higher English studies, per annum.	Classical studies, including all of the preceding, per annum.	Average price of board per week.	Annual average expense of tuition and board.	Number of volumes in the academic library.
Jonesville Academy	\$18 00	\$22 00	\$27 00	\$4 00	\$183 00	458
Kecseville Academy	16 50	25 00	32 25	4 00	193 00	271
Kinderhook Academy	24 00	28 00	32 00	5 00	231 00	487
Kingston Academy			25 50	-----	-----	665
Knoxville Academy	18 00	24 00	30 00	4 00	192 00	240
Lausburgh Academy	20 00	28 00	40 00	5 00	228 00	417
Lawrenceville Academy	15 00	21 00	24 00	3 00	146 00	198
Leavenworth Institute	18 00	21 00	25 50	3 50	168 50	404
Le Roy Academic Institute	24 00	27 00	36 00	5 00	223 50	88
Liberty Normal Institute	20 00	28 00	40 00	3 50	164 00	237
Lockport Union School	18 00	24 00	27 00	3 75	188 30	233
Lowville Academy	21 00	24 00	30 00	3 50	179 00	1,534
Lyons Union School				-----	-----	400
Macedon Academy	17 28	23 28	25 53	3 33	162 03	235
Manlius Academy	18 00	24 00	48 00	4 00	192 00	445
Marathon Academy	15 00	18 00	24 00	3 50	155 50	40
Marion Collegiate Institute	16 50	22 50	24 50	3 00	147 25	377
Marshall Seminary of Euston	18 00	21 00	24 00	4 00	189 00	383
Mechanicville Academy	18 00	40 00	70 00	5 00	235 00	188

TUITION, BOARD AND LIBRARY.

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Medina Academy	15 00	21 00	30 00	4 00	175 00	1,050
Mexico Academy	18 00	24 00	30 00	4 00	192 00	758
Middlebury Academy	12 60	16 80	21 00	3 50	163 80	1,213
Monroe Academy	18 00	21 00	24 00	4 00	194 00	203
Montgomery Academy	18 00	21 00	24 00	5 00	233 00	516
Monticello Academy	24 00	32 00	64 00	4 00	189 00	200
Moravia Institute	15 00	18 00	21 00	3 00	144 00	496
Mount Morris Union School	15 00	18 00	21 00	3 50	165 00	730
Mount Pleasant Academy	40 00	40 00	40 00	6 00	304 00	1,540
Munro Collegiate Institute	18 00	21 00	24 00	4 00	189 00	794
Naples Academy	16 00	20 00	26 00	4 00	187 00	999
Newark Union Free School	21 00	21 00	21 00	4 00	193 00	558
New Berlin Academy	15 50	19 50	25 50	3 00	137 50	220
New Paltz Academy	24 00	36 00	40 00	4 00	197 50	660
New York Central Academy	15 00	21 00	24 00	3 00	146 00	109
New York Conference Sem. & Coll. Inst.	17 00	21 00	27 00	3 50	166 50	140
North Granv le Ladies Seminary	15 75	30 00	30 00	7 00	300 00	546
Norwich Academy	12 00	19 50	22 50	3 50	166 25	924
Ogdensburgh Educational Institute	15 00	21 00	24 00	4 00	187 00	2,809
Olean Academy	18 00	27 00	30 00	4 00	189 00	325
Oneida Seminary	18 00	24 00	30 00	4 00	192 75	306
Oneida Conference Seminary	15 00	24 00	30 00	4 00	192 00	2,079
Onondaga Academy	20 00	30 00	30 00	4 50	210 67	726
Ontario Female Seminary	27 00	37 00	42 00	4 50	207 00	940
Oswego High School	18 00	24 00	27 00	4 00	192 00	3,159
Owego Academy	13 50	19 50	22 50	3 00	144 75	615
Oxford Academy						1,318

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	Common Eng- lish studies, per annum.	Mathematical and higher English stu- dies, per an- num.	Classical stu- dies, includ- ing all of the preceding, per annum.	Average price of board, per week.	Annual aver- age expense of tuition and board.	Number of volumes in academic library.
Packer Collegiate Institute	\$40 00	\$60 00	\$100 00	\$9 00	\$450 00	2,257
Palmyra Classical and Union School	10 00	18 00	18 00	4 00	186 00	1,068
Palatine Bridge Union Free School						147
Peekskill Academy	35 00	39 00	45 00	5 00	300 00	512
Penfield Seminary	18 00	22 50	25 50	3 75	179 00	168
Penn Yan Academy	12 00	21 00	24 00	4 50	203 50	681
Phelps Union and Classical School	16 80	21 00	21 00			549
Phipps Union Seminary	16 50	21 00	28 00	4 50	201 50	529
Pike Seminary	13 50	16 50	19 50	3 00	139 50	261
Plattsburg Academy	18 00	21 60	25 20	4 00	161 00	207
Pompey Academy	12 00	18 00	21 00	2 50	122 33	416
Port Byron Free School and Academy						
Prospect Academy	10 50	13 50	15 00	3 00	133 00	376
Pulaski Academy	18 00	21 00	24 00	2 50	126 00	355
Red Creek Union Seminary	21 00	27 00	27 00	3 50	161 50	170
Rochester Free Academy	30 00	30 00	30 00	4 00	186 00	7,000
Rogersville Union Seminary	15 00	18 00	21 00	2 50	115 50	119
Rome Academy	21 00	27 00	30 00	4 50	210 50	529
Rural Seminary	13 50	18 00	21 00	3 00	145 00	625

	12 00	18 00	24 00	3 50	152 25	190
Kushtoru Academy.....	12 00	18 00	24 00	3 50	170 00	1,139
St. Lawrence Academy.....	15 00	24 00	24 00	3 50	160 00	100
Sauquoit Academy.....	18 00	24 00	30 00	4 00	183 00	2,994
Schenectady Union School.....	21 00	21 00	21 00	4 00	175 50	557
Schoharie Academy.....	15 00	18 00	21 00	5 00	212 60	279
Seneca Falls Academy.....	14 00	18 00	21 00	3 00	146 00	224
Sodus Academy.....	16 50	21 00	22 50	4 00	193 00	238
Spencertown Academy.....	21 00	24 00	36 00	5 00	227 00	151
S. S. Seward Institute.....	20 00	24 00	36 00	3 50	173 00	1,178
Starkey Seminary.....	21 00	25 20	32 00	7 50	355 00	5,241
Syracuse High School.....	22 50	32 00	60 00	5 00	400 00	1,842
Troy Academy.....	50 00	60 00	40 00	5 00	244 00	484
Troy Female Seminary.....	28 00	40 00	24 00	4 00	189 00	424
Troy High School.....	24 00	24 00	24 00	4 00	188 00	347
Trumansburgh Academy.....	18 00	21 00	21 75	4 00	181 00	755
Unadilla Academy.....	14 25	18 00	24 00	7 00	324 00	535
Union Academy of Belleville.....	18 00	21 00	50 00	4 50	210 50	427
Union Hall Academy.....	30 00	40 00	26 00	5 00	227 00	1
Union Village Academy.....	18 00	24 00	30 00	3 00	141 00	450
Utica Academy.....	24 00	15 00	18 00	5 00	239 00	423
Vernon Academy.....	12 00	30 00	33 00	3 75	179 00	480
Walkill Academy.....	24 00	19 50	24 00	3 25	156 25	184
Walton Academy.....	16 50	21 00	23 25	3 00	148 50	105
Walworth Academy.....	15 00	22 50	26 25	3 50	158 50	566
Warrensburgh Academy.....	18 75	15 00	18 00	5 00	233 25	131
Warsaw Union School.....	12 00	24 00	30 00			
Warwick Institute.....	18 00					

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	Common Eng- lish studies, per annum.	Mathematical and higher English stu- dies, per an- num.	Classical stu- dies, includ- ing all of the preceding, per annum.	Average price of board, per week.	Annual aver- age, expense of tuition and board.	Number of volumes in the acade- mic library.
Washington Academy.....	\$21 00	\$24 00	\$27 00	\$3 50	\$219 00	500
Waterloo Union School.....	10 00	15 00	15 00	4 00	172 50	1,080
Watertown High School.....	21 00	21 00	21 00	3 50	161 00	1,855
Watkins Academy.....	12 00	16 50	21 00	4 00	184 50	209
Waverly Institute.....	18 00	22 00	26 00	4 25	209 00	341
Webster Academy.....	19 50	24 00	27 00	4 00	180 00	160
Westfield Academy.....	18 00	18 00	18 00	-----	-----	617
West Winfield Academy.....	18 50	22 50	25 50	3 50	169 50	552
Whitestown Seminary.....	21 00	27 00	27 00	3 00	150 00	1,245
Whitney's Point Union School.....	12 00	18 00	18 00	3 25	151 50	124
Wilson Collegiate Institute.....	15 00	19 50	23 25	3 50	166 75	840
Windsor Academy.....	15 00	18 00	24 00	4 00	186 00	592
Yates Academy.....	16 50	22 50	27 00	3 50	167 75	573
Yates Polytechnic Institute.....	18 00	24 00	30 00	4 00	180 00	304
Total.....	-----	-----	-----	-----	-----	132,101

SCHEDULE NO. 10—Continued.

NAMES OF ACADEMIES.	BOOKS RECEIVED FROM THE STATE.					
	Natural History, (21 vols.)	Documentary History, (4 vols.)	Colonial History, (11 vols.)	New York Meteorology, (1 vol.)	Catalogues of the State Library, (5 vols.)	Regents' Reports, (79 Manual vols.)
Academy at Little Falls.....	14	4	9	1	3	22
Academy of Dutchess County.....	19	4	11	1	4	44
Albany Academy.....	21	4	11	1	5	40
Albany Female Academy.....		4	11	1	4	28
Albion Academy.....						
Alfred University Acad. Dept.....	19					4
Ames Academy.....	18	4	9	1	7	10
Andes Collegiate Institute.....						5
Angelica Academy.....						
Antwerp Liberal Literary Institute.....						12
Arcade Academy.....			11			5
Argyle Academy.....						
Attica Union School.....						2
Auburn Academic High School.....	18	4	11	1	4	21
Augusta Academy.....						
Aurora Academy.....						
Baldwinsville Academy.....						2
Batavia Union School.....				1		4
						1

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	BOOKS RECEIVED FROM THE STATE.						
	Natural History. (21 vols.)	Documentary History (4 vols.)	Colonial History. (11 vols.)	New York Meteorology (1 vol.)	Catalogues of the State Library. (5 vols.)	Regents' Reports. (79 vols.)	Regents' Manual.
Binghamton Academy.	13	4	8	---	1	14	2
Brookfield Academy	---	4	11	1	1	14	1
Brooklyn Coll. and Polytechnic Institute.	---	---	---	---	---	---	---
Buffalo Central School	---	---	10	---	---	2	---
Buffalo Female Academy	21	4	11	1	4	16	---
Cambridge Washington Academy	21	4	11	1	5	34	1
Canajoharie Academy	19	4	11	1	3	25	1
Canandaigua Academy	18	4	10	1	3	38	1
Canton Academy	---	---	---	---	---	---	---
Cary Collegiate Seminary	---	4	9	1	1	18	1
Catskill Free Academy	---	---	---	---	---	---	---
Cayuga Lake Academy	---	---	---	---	---	1	---
Champlain Academy	18	4	11	1	4	23	1
Chester Academy	18	4	11	1	1	6	1
Cincinnati Academy	---	---	---	---	---	2	---
Clarence Academy	---	---	11	---	---	12	1
Claverack Academy & Hindson River Institute.	14	4	11	1	4	19	1
Clinton Academy	---	---	---	---	---	---	---

Clinton Grammar School	15	1	11	1	3	13	2
Clinton Liberal Institute						4	2
Corning Free Academy	19	4	10	1	4	18	
Cortland Academy	21	4	11	1	1	13	1
Cortlandville Academy						2	2
Coxsackie Academy							
Dansville Seminary							
Deaf and Dumb Institution							
Delaware Academy	17	3	10		5	40	1
Delaware Literary Institute	2	3	11		4	9	1
Deposit Academy							1
De Ruyter Institute	18	4	11	1	5	25	1
Dundee Academy		1	9	1		8	1
East Bloomfield Academy	16	4	10	1	4	20	1
East Genesee Conference Seminary							
Ellington Academy	18	4	11	1	1	15	1
Elmira Free Academy	15					9	1
Erasmus Hall Academy	21	4	11	1	4	31	1
Evans Academy	19	4	11	1	1	12	1
Fairfield Academy	20	4	11	1	2	18	
Falley Seminary	21	4	11	1	4	20	1
Forestville Free Academy			5			1	1
Fort Covington Academy	11	2	11	1	1	31	1
Fort Edward Collegiate Institute	10	4	11	1	5	13	1
Fort Plain Seminary & Female Coll. Inst.		4	11	1	4	12	1
Franklin Academy, Malone	17	9	10	3	3	34	
Franklin Academy, Prattsburgh	18	4	10	1	3	26	

SCHEDULE No. 10—Continued.

BOOKS RECEIVED FROM THE STATE.							
NAMES OF ACADEMIES.	Natural History. (21 vols.)	Documentary History (4 vols.)	Colonial History. (11 vols.)	New York Meteorology. (1 vol.)	Catalogues of the State Library. (5 vols.)	Regents' Reports. (79 vols.)	Regents' Manual.
Fredonia Academy	20	4	11	1	4	---	1
Friends' Academy	---	---	---	---	---	1	1
Friendship Academy	14	2	11	1	1	18	1
Genesee Valley Seminary	---	---	---	---	---	9	---
Genesee Wesleyan Seminary	18	4	11	1	4	---	1
Genesee and Wyoming Seminary	19	4	11	1	4	15	1
Genesee Academy	10	4	10	1	2	18	1
Geneva Classical and Union School	---	---	---	---	---	---	---
Gilbertsville Acad. and Coll. Institute	18	4	11	1	1	27	1
Glen's Falls Academy	---	4	6	---	---	15	---
Gloversville Union Seminary	---	---	---	---	---	4	1
Gouverneur Wesleyan Seminary	17	4	10	1	4	35	---
Grammar School of Madison University	3	2	---	---	---	11	1
Greenville Academy	17	---	11	1	1	10	1
Griffith Institute	12	4	7	1	1	18	1
Groton Academy	15	4	10	1	1	21	1
Halfmoon Academy	---	4	9	1	1	14	1
Hartford Academy	---	---	---	---	---	---	1

	21	4	11	1	5	40	1
Hartwick Seminary	21	4	11	1	5	40	1
Holley Academy		4	11	1	1	15	1
Hudson Academy	18	4	10	1	---	13	---
Hungerford Collegiate Institute						2	1
Huntington Union School						6	1
Ithaca Academy	19	2				29	1
Jamestown Union School and Coll. Inst.	15	4	10	1	4	26	4
Johnstown Academy	17	4	11	1	3	21	1
Jonesville Academy	19	4	10	1	5	40	1
Keoseville Academy					3	20	1
Kinderhook Academy	10	4	10	1	5	33	1
Kingston Academy					---	2	---
Knoxville Academy					---	---	---
Lansingburgh Academy	16	4	9	---	4	7	1
Lawrenceville Academy					---	6	1
Leavenworth Institute					---	---	---
Le Roy Academic Institute					---	2	---
Liberty Normal Institute	20	4	11	1	---	20	1
Lockport Union School	19	12	11	1	---	16	1
Lowville Academy	19	4	9	1	4	32	1
Macedon Academy		4	10	1	3	11	1
Manlius Academy	19	4	11	1	4	39	1
Marion Collegiate Institute		2	11	---	4	7	1
Marshall Seminary of Easton					4	6	1
Mechanicville Academy					1	6	1
Medina Academy	19	4	11	1	---	15	1
Mexico Academy	19	4	11	1	5	35	1

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	BOOKS RECEIVED FROM THE STATE.					
	Natural His- tory. (21 vols.)	Document- ary History (4 vols.)	Colonial His- tory. (11 vols.)	New York Meteorology. (1 vol.)	Catalogues of the State Library. (5 vols.)	Regents' Re- ports. (79 Manual. vols.)
Middlebury Academy.....	18	4	11	1	4	36
Monroe Academy.....						
Montgomery Academy.....	19	4	11	1	1	11
Monticello Academy.....	20	4	10	1	1	16
Moravia Institute.....	19	4	10	1	1	13
Mount Morris Union School.....		4				1
Mount Pleasant Academy.....	15	4	10	1	3	29
Munro Collegiate Institute.....	19	4	11	1	1	26
Naples Academy.....						
Newark Union Free School.....		2	10		2	9
New Berlin Academy.....	13	4	8			7
New Paltz Academy.....	19	4	11	1	1	17
New York Central Academy.....						
New York Conference Sem. & Collegiate Inst.	17	4	10	1	1	1
North Granville Ladies' Seminary.....			10		1	8
Norwich Academy.....	16	4	11	1	3	23
Oneida Academy.....	18	4	10	1	4	11
Oneida Seminary.....					1	1

Unonaga Academy.....	21	4	14	1	2	2	1
Ontario Female Seminary	20	4	11	1	4	26	1
Oswego High School.....	21	4	11	.....	.....	14	1
Owego Academy.....	.....	.....	.....	.....	.....	.....	.....
Oxford Academy.....	.....	.....	.....	.....	.....	.....	.....
Packer Collegiate Institute.....	19	4	10	1	4	8	1
Palmyra Classical and Union School.....	.....	.....	.....	.....	.....	3	.....
Palatine Bridge Union Free School.....	.....	.....	.....	.....	.....	.....	.....
Peekskill Academy.....	21	4	11	1	1	27	1
Penfield Seminary.....	.....	.....	.....	.....	.....	7	1
Penn Yan Academy.....	.....	.....	.....	.....	.....	.....	.....
Perry Academy.....	18	4	10	1	2	14	1
Phelps Union and Classical School.....	.....	3	5	.....	.....	4	1
Phipps Union Seminary.....	.....	4	11	1	4	20	1
Pike Seminary.....	14	.....	11	.....	.....	9	1
Plattsburg Academy.....	.....	.....	.....	.....	.....	.....	.....
Pompey Academy.....	16	4	11	1	1	26	.....
Port Byron Free School and Academy.....	.....	3	.....	.....	.....	18	1
Prospect Academy.....	.....	4	10	.....	1	9	1
Pulaski Academy.....	11	.....	.....	.....	.....	12	.....
Red Creek Union Seminary.....	.....	.....	.....	.....	.....	12	1
Rochester Free Academy.....	.....	.....	.....	.....	.....	.....	.....
Rogersville Union Seminary.....	.....	.....	10	1	2	11	1
Rome Academy.....	17	4	10	1	4	24	1
Rural Seminary.....	.....	.....	.....	.....	.....	1	.....
Rushford Academy.....	18	4	11	1	1	25	1

SCHEDULE No. 10—Continued.

NAMES OF ACADEMIES.	BOOKS RECEIVED FROM THE STATE.						
	Natural History. (21 vols.)	Documentary History. (4 vols.)	Colonial History. (11 vols.)	New York Meteorology. (1 vol.)	Catalogues of the State Library. (5 vols.)	Regents' Reports. (79 vols.)	Regents' Manual.
St. Lawrence Academy.....	19	4	11	1	1	38	1
Sauquoit Academy.....	.....	4	11	1	1	10	1
Schenectady Union School.....	.....	.....	2	.....	.....	7	1
Schoharie Academy.....	20	4	11	1	4	29	1
Seneca Falls Academy.....	18	4	5	1	5	7	1
Sodus Academy.....	.....	4	.....	.....	.....	9	1
Spencertown Academy.....	.....	.....	.....	.....	.....	.....	.....
S. S. Seward Institute.....	13	4	10	2	5	19	1
Starkey Seminary.....	15	4	4	1	4	19	.....
Syracuse High School.....	19	4	10	1	3	7	1
Troy Academy.....	1	.....	3	.....	.....	5	.....
Troy Female Seminary.....	19	4	10	.....	3	30	1
Troy High School.....	.....	.....	.....	.....	.....	4	1
Trumansburgh Academy.....	.....	3	11	1	1	11	1
Unadilla Academy.....	.....	3	11	1	1	12	1
Union Academy of Belloville.....	19	4	10	1	6	16	2
Union Hall Academy.....	21	4	11	1	5	40	1
Union Village Academy.....	15	4	11	1	1	25	1

SCHEDULE No. 11.

Exhibiting the subjects of study taught in the several academies during the year 1866-7, with the text-books used.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Arithmetic.	Book-keeping.	English Grammar.
Academy at Little Falls.	Thomson, Robinson	Payson and Duntou	Brown.
Academy of Dutchess County.	Willett & McCord, Rob'n	Crittenden	Pinneo, Smith, Qu'los,
Albany Academy.	Davies	Bryant and Stratton	Quackenbos.
Albion Academy.	Robinson	Payson and Duntou	Brown.
Alfred Univ. Acad. Dept.	do	Marsh	Kenyon.
Ames Academy.	Thomson	Bryant and Stratton	Clark, Brown.
Andes Collegiate Institute.	do	do	Clark, Bullions.
Angelica Academy.	Davies	do	Quackenbos.
Antwerp Liberal Literary Inst ..	do	do	Weld, Quackenbos.
Arcade Academy.	Robinson	do	Brown.
Argyle Academy.	Davies, Greenleaf	Payson and Duntou	Bullions.
Attica Union School.	Robinson	Fulton and Eastman	Brown.
Auburn Academic High School ..	do	Bryant and Stratton	Clark.
Augusta Academy.	Thomson	do	Brown.
Aurora Academy.	Davies	Fulton and Eastman	do
Baldwinsville Academy.	Robinson	Mayhew	do
Batavia Union School.	do	Fulton and Eastman	do

Binghamton Academy	Cruttenden	.....	.....	Kerl.
Brookfield Academy	Robinson	.....	Bryant and Stratton	Brown.
Brooklyn Col. and Polytech. Inst.	Davies	.....	Hanaford and Payson	do
Buffalo Central School	do	.....	Bryant and Stratton	do
Buffalo Female Academy	do	.....	.....	Smith.
Cambridge Washington Academy	Robinson	.....	Fulton and Eastman	Bullions.
Canajoharie Academy	Thomson, Davies	.....	.....	do
Canandaigua Academy	Robinson	.....	Bryant and Stratton	Brown, Halsey.
Canton Academy	Davies	.....	Fulton and Eastman	Quackenbos, Weld.
Cary Collegiate Seminary	Robinson	.....	do	do
Catskill Free Academy	do	.....	Mayhew	Brown.
*Cayuga Lake Academy	do	.....	Payson and Duntun	do
Chamberlain Institute	do	.....	Mayhew	Kerl.
Champlain Academy	do	.....	Fulton and Eastman	Wells.
Chester Academy	Thomson, Stoddard	.....	do	Clark, Weld.
Cincinnati Academy	do	.....	do	do Brown.
Clarence Academy	Davies	.....	do	Brown, Smith.
Claverack Acad. and Hud. R. Inst.	Thomson	.....	Bryant and Stratton	Quackenbos.
Clinton Academy	do	.....	Marsh	Weld.
Clinton Grammar School	Robinson	.....	.....	Kerl.
Clinton Liberal Institute	do	.....	Bryant and Stratton	Clark.
Corning Free Academy	do	.....	Fulton and Eastman	Quackenbos.
Cortland Academy	Davies	.....	Bryant and Stratton	Clark.
Cortlandville Academy	Robinson	.....	do	do
Coxsackie Academy	do	.....	Fulton and Eastman	Kerl.
Dansville Seminary	do	.....	do	do
Delaware Academy	do	.....	do	Clark.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Arithmetic.	Book-keeping.	English Grammar.
Delaware Literary Institute.....	Stoddard	Bryant and Stratton	Clark.
Deposit Academy.....	do	do	Bullions.
De Ruyter Institute	Robinson	do	Kerl.
Dundee Academy	do	Fulton and Eastman	Greene.
East Bloomfield Academy.....	Davies	do	Brown.
East Genesee Conference Semy. ..	Robinson	do	Greene.
Ellington Academy	Thomson	Mayhew	Clark.
Elmira Free Academy	Robinson	do	do
*Erasmus Hall Academy	Loomis, Ray, Felter	Mayhew	Pinneo.
Evans Academy	Robinson, Eaton	Payson and Duntun	Kerl.
Fairfield Academy	do	Bryant and Stratton	Brown.
Falley Seminary.....	do	Payson, Duntun and S	Clark.
*Farmers' Hall Academy	do	Fulton and Eastman	Kerl.
Forestville Free Academy	Thomson	do	do
Fort Covington Academy	do	do	Quackenbos, Weld.
Fort Edward Collegiate Institute. ..	do	Bryant and Stratton	do
Fort Plain Sem. and Fam. Sch. Inst.	do	do	Brown.
Franklin Academy	Davies	do	Weld, Quackenbos, Weld

Fredonia Academy.....	Thomson .....	.....	Clark.
Friends' Academy	do Robinson	do	Brown.
Friendship Academy	Davies	Fulton and Eastman	Bullions.
Genesee Valley Seminary	do	do	Brown.
Genesee Wesleyan Seminary.....	Robinson	Bryant and Stratton	Clark, Kerl.
Genesee and Wyoming Seminary.	do	do Lectures	do
Genesee Academy	do	do	Hart.
Geneva Classical and Union School	do	Fulton and Eastman	Kerl.
Gilbertsville Acad. and Coll. Inst.	do	do	Brown.
Glen's Falls Academy	do	Bryant and Stratton	do
Gloversville Union Seminary.....	do	Fulton and Eastman	Covell.
Gouverneur Wesleyan Seminary...	Davies	Hanaford and Payson	Weld, Quack's, Norton.
Grammar School of Madison Univ.	do	Fulton and Eastman	Brown.
Greenville Academy	Robinson, Thomson	do	do Clark.
Griffith Institute	do	do	Bullions.
Groton Academy	do	Hanaford and Payson	Brown.
Halfmoon Academy	Greenleaf	Fulton and Eastman	Bullions.
*Hartford Academy	Robinson	Mayhew	Quackenbos.
Hartwick Seminary	do Davies	do	Brown.
Holley Academy	do	Payson and Duntun	Clark.
*Hoosick Falls Union School	do	Bryant and Stratton	do
Hudson Academy	do	Crittenden	Brown.
Hungerford Collegiate Institute ..	Davies	Bryant and Stratton	Clark.
Huntington Union School	Robinson, Greenleaf	Fulton and Eastman	do
Ithaca Academy	do	Bryant and Stratton	Kerl.
Jamestown Union Sch'l and Col.Inst	do	Mayhew	Clark.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.			
	Arithmetic.	Book-keeping.	English Grammar.	
Johnstown Academy	Robinson	Mayhew	Quackenbos.	
Jonesville Academy	Greenleaf	Bryant & Strat. F. and E.	Bullions, Kerl.	
*Jordan Academy	Robinson	Pay. Dun. and S. do	Clark.	
Keeseville Academy	Davies	Fulton and Eastman	Weld, Quackenbos.	
Kinderhook Academy	Greenleaf	do	Clark, Brown.	
Kingston Academy .....	.....	Palmer	Clark.	
Knoxville Academy	Thomson	Bryant and Stratton	Greene.	
Lansingburgh Academy	Robinson	Mayhew	Quackenbos, Weld.	
Lawrenceville Academy	Davies	Fulton and Eastman	Clark.	
Leavenworth Institute	Thomson	do	Quackenbos.	
Le Roy Academic Institute	Robinson	Bryant and Stratton	Brown, Clark.	
Liberty Normal Institute	Stoddard	Fulton and Eastman	do Tower.	
Lockport Union School.	Robinson	Bryant and Stratton	Kerl.	
Lowville Academy	do	do	Clark.	
Lyons Union School	do	do	Kerl.	
Macedon Academy	do	do	Quackenbos.	
Manlius Academy	Davies, Thomson	Fulton and Eastman	Brown.	
Marathon Academy	do	Smith and Martin	do	
Marion Collegiate Institute	Robinson	Potter and Hammond .....	.....

Marshall Seminary of Easton	do	Bryant and Stratton	Kerl.
Mechanicville Academy	Davies	Ful. and East. Bry't and Str.	Bullions.
Medina Academy	Robinson	Hanaford and Payson	Brown.
Mexico Academy	do	Bryant and Stratton	Kerl.
Middlebury Academy	do	Fulton and Eastman	Brown.
Monroe Academy	do	do	Clark, Brown.
Montgomery Academy	Greenleaf	Mayhew	Quackenbos.
Monticello Academy	Stoddard	Fulton and Eastman	Brown.
Moravia Institute	Davies	do	do
Mount Morris Union School	Robinson	Bryant and Stratton	do
*Mount Pleasant Academy	Greenleaf, Stoddard	Potter and Hammond	Bullions.
Munro Collegiate Institute	Robinson	Fulton and Eastman	Kerl.
Naples Academy	do	Bryant and Stratton	Clark.
Newark Union Free School	do	do	do
New Berlin Academy	do	do	Brown.
New Paltz Academy	Stoddard	do	Covell.
New York Central Academy	Davies	Fulton and Eastman	Clark.
N. Y. Conference Sem. and Col. Inst.	Robinson	Bryant and Stratton	Quackenbos.
North Granville Female Sem'y	Greenleaf	do	Greene.
*North Hebron Institute	Thomson, Davies	Mayhew	Wells.
Norwich Academy	Robinson	Fulton and Eastman	Brown.
Ogdensburg Educational Inst.	Davies	do	Weld, Quackenbos.
Olean Academy	do	Bryant and Stratton	Wells, Earle.
Oneida Seminary	Robinson	do	Greene.
Oneida Conference Seminary	do	do	Brown, Kerl.
Onondaga Academy	Davies	do	Clark.
Ontario Female Seminary	Robinson	Fulton and Eastman	do Brown.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Arithmetic.	Book-keeping.	English Grammar.
Oswego High School	Davies, Perkins .....	.....	Greene.
Owego Academy	Robinson	Bryant and Stratton	Kerl.
Oxford Academy	do Thomson	do	Brown.
Packer Collegiate Institute	Davies .....	.....	do
Palatine Bridge Un. Free School	do	Fulton and Eastman	do
Palmyra Classical Union School	Robinson	Potter and Hammond	Wells.
Peekskill Academy	Davies	Bryant and Stratton	Brown.
Penfield Seminary	Robinson	Fulton and Eastman	do Kerl.
Peun Yan Academy	do	do	Clark.
Perry Academy	do	Bryant and Stratton	Brown.
Phelps Union and Classical School	do .....	.....	do Quackenbos.
Phippis Union Seminary	Davies, Thomson	Bryant and Stratton	do
Pike Seminary	Robinson	do	Bullions.
Plattsburg Academy	do Greenleaf .....	.....	Clark.
Pompey Academy	Adams, Thomson	Fulton and Eastman	do
Port Byron Free School and Acad.	Robinson	Payson and Dunton	do
Prospect Academy	do	Bryant and Stratton	Brown.
Pulaski Academy	do	do	Clark Kerl.

*Kionoburn Academy	Davies	Math	Menyon.
*Rochester Female Academy	Robinson	do	Brown.
Rochester Free Academy	Davies	Fulton and Eastman	Brown.
Rogersville Union Seminary	Robinson	Bryant and Stratton	Clark.
Rome Academy	do	Fulton and Eastman	do
Rural Seminary	do	do	Kerl.
Rushford Academy	Davies	do	Quackenbos.
*Sans Souci Seminary	do	Fulton and Eastman	do
St. Lawrence Academy	Robinson	Bryant and Stratton	Brown.
Sauquoit Academy	Greenleaf	do	Bullions.
Schenectady Union School	Thomson	Bryant and Stratton	Clark, Brown.
Schoharie Academy	Robinson	Mayhew	do
Seneca Falls Academy	do	Fulton and Eastman	Brown.
Sodus Academy	Greenleaf, Thomson	Bryant and Stratton	Kerl.
Spencertown Academy	Robinson	do	Brown.
S. S. Seward Institute	do	Mayhew	Greene.
Starkey Seminary	do	Fulton and Eastman	Clark, Brown.
Syracuse High School	Felter	Bryant and Stratton	do
Troy Academy	Davies	do	Bullions.
Troy Female Seminary	Robinson	do	Bullions.
Troy High School	do	Mayhew	do
Trumansburgh Academy	Thomson	Bryant and Stratton	Quackenbos.
Unadilla Academy	Davies	do	Brown.
Union Academy of Belleville	Greenleaf, Thomson	do	Clark.
Union Hall Academy	do	Palmer	do

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Arithmetic.	Book-keeping.	English Grammar.
Union Village Academy	Robinson	Bryant and Stratton	Bullions.
Utica Academy	Robinson	Fulton and Eastman	Greene.
Vernon Academy	Thomson	Mayhew	Bullions.
Wallkill Academy	Davies	do Bryant and Stratton	do
Walton Academy	Robinson	Potter and Hammond	Clark.
Walworth Academy	Davies	Bryant and Stratton	Brown.
Warrensburgh Academy	Robinson	do	Quackenbos.
Warsaw Union School	do	do	Kerl.
Warwick Institute	do	do	Weld.
Washington Academy	do	do	Bullions.
Waterloo Union School	do	do	Brown, Clark.
Watertown High School	Greenleaf	do	Weld, Quackenbos.
Watkins Academy	Robinson	Bryant and Stratton	Clark.
Waverly Institute	do	Mayhew	do
Webster Academy	do Davies	Fulton and Eastman	do
Westfield Academy	Thomson	do	Brown, Weld, Quack.
West Winfield Academy	Robinson	Bryant and Stratton	Clark.
Whitestown Seminary	do	do	Kerl.

Whitney's Point Union School	do	Fulton and Eastman	Clark.
Wilson Collegiate Institute	Greenleaf	Hanaford and Pay. B. and S.	Brown.
Windsor Academy	do Davies	Bryant and Stratton	Bullions.
*Yates Academy	Robinson	Payson and Dunton	Brown.
Yates Polytechnic Institute	do	Mayhew	do Clark.

* Those academies marked with a * made no report of studies in 1887; the text-books are those reported in 1886.

SCHEDULE 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Geography.	Pronunciation.	Reading.
Academy at Little Falls.....	McNally, Fitch.....	Webster	Parker and Watson.
Academy of Dutchess County..	Mitchell, Cæton and Fitch..	do	do Hillard.
Albany Academy.....	Cornell, Warren, Guyot	Worcester	Willson, Sargent.
*Albany Female Seminary.....	Mitchell, Monteith.....	Webster	Parker and Watson.
Albion Academy.....	Cornell	do	Sanders.
Alfred University Acad. Dept..	McNally	do	do
Ames Academy.....	do	do	do
Andes Collegiate Institute....	do Fitch	do	Parker and Watson.
Angelica Academy.....	Mitchell.....	Worcester	Hillard.
Antwerp Liberal Literary Inst..	McNally.....	Webster	Parker and Watson.
Arcade Academy.....	do	do	Sanders.
Argyle Academy	Mitchell, Cornell	do	Parker and Watson.
Attica Union School.....	McNally.....	do	Sanders.
Auburn Academic High School..	Warren	do	do
Augusta Academy.....	Colton, Fitch, McNally	do	son.
Aurora Academy.....	McNally.....	do	do Parker and Wat-
Baldwinsville Academy.....	do	do	Parker and Watson.
Batavia Union School	do	do	do
Binghamton Academy	do Warren	do	Sanders.
		do	do

Brookfield Academy.....	do	do	Parker and Watson.
Brooklyn Col. and Polytech. Inst.	Warren	do	do
Buffalo Central School.....	do	Webster	Sanders.
Buffalo Female Academy.....	Mitchell	Worcester	Parker and Watson.
Cambridge Washington Acad.	McNally, Colton	Webster	Willson.
Canajoharie Academy.....	Mitchell	do	Sanders.
Canandaigua Academy.....	do	do	Parker and Watson.
Canton Academy.....	McNally	Worcester	do
Cary Collegiate Seminary.....	Woodbridge	do	Parker and Watson.
Catskill Free Academy.....	Warren	Worcester	Town.
*Cayuga Lake Academy.....	Guyot	Webster	Sanders.
Chamberlain Institute.....	Colton	do	do Parker & Watson.
Champlain Academy.....	Mitchell	do	Parker and Watson.
Chester Academy.....	McNally	do	do
Cincinnati Academy.....	do	Worcester	Willson, Sanders.
Clarence Academy.....	Mitchell	Webster	Cleveland.
Claverack Acad. and Hud.R. Inst.	Cornell, Guyot	do	Parker and Watson.
Clinton Academy.....	Colton, Fitch, Mitchell	do	do
Clinton Grammar School.....	Colton	do	Parker, Wats'n and San-
Clinton Liberal Institute.....	McNally	do	ders.
Corning Free Academy.....	do	Worcester	do
Cortland Academy.....	do	Webster	do
Cortlandville Academy.....	do	do	do
Coxsackie Academy.....	do	do	do
Dansville Seminary.....	Mitchell, Warren	do	Sanders.
Delaware Academy.....	McNally	do	Parker and Watson.
Delaware Literary Institute.....	do	do	do

SCHEDULE No. 11—Continued.

ACADEMIES.

ORDINARY ELEMENTARY STUDIES.			
NAMES OF ACADEMIES.	Geography.	Pronunciation.	Reading.
Deposit Academy.....	McNally, Cornell.....	Webster.....	Parker and Watson.
De Ruyter Institute.....	do.....	do.....	do
Dundee Academy.....	do.....	do.....	Sanders.
East Bloomfield Academy.....	do.....	do.....	do
East Genesee Conference Sem'y.....	Warren.....	do.....	do
Ellington Academy.....	McNally.....	do.....	Parker and Watson.
Elmira Free Academy.....	do.....	do.....	do
*Erasmus Hall Academy.....	Cornell.....	do.....	McGuffey.
Evans Academy.....	Guyot.....	do.....	Hillard.
Fairfield Academy.....	McNally.....	Worcester.....	Parker and Watson.
Falley Seminary.....	do.....	Webster.....	Sanders.
Stamers' Hall Academy.....	Colton.....	do.....	Parker and Watson.
..... Academy.....	McNally.....	do.....	Sanders.
	do.....	do.....	Parker and Watson.
	Fitch, Guyot.....	do.....	Sanders.
	do.....	do.....	do

Friends' Academy	do	Warren	Worcester	do
Friendship Academy	McNally .....	.....	Webster	do
Genesee Valley Seminary	Mitchell, Warren .....	.....	do	do
Genesee Wesleyan Seminary	McNally, do .....	.....	do	do
Genesee and Wyoming Seminary	do .....	.....	do	do
Genesee Academy	do Warren .....	.....	Worcester	do
Geneva Classical and Union School	do Colton .....	.....	Webster	Sanders.
Gilbertsville Acad. and Col. Inst.	do .....	.....	Worcester	do
Glen's Falls Academy	do Monteith .....	.....	Webster	do
Gloversville Union Seminary	Colton and Fitch .....	.....	do	Parker and Watson.
Gouverneur Wesleyan Seminary	McNally .....	.....	do	do
Grammar School of Madison Univ. ....	.....	.....	Worcester	do
Greenville Academy	Colton and Fitch .....	.....	Webster	Sanders.
Griffith Institute	Mitchell .....	.....	do	Parker and Watson.
Groton Academy	McNally .....	.....	Worcester	Sanders, McElligott.
Halfmoon Academy	Smith, Colton and Fitch .....	.....	Webster	Parker and Watson.
*Hartford Academy	Colton, Fitch .....	.....	do	do
Hartwick Seminary	McNally, Colton and Fitch .....	.....	do	do
Holley Academy	Cornell .....	.....	do	Sanders.
*Hoosick Falls Union School	McNally, Monteith, C. & Fitch .....	.....	do	Parker and Watson.
Hudson Academy	Colton .....	.....	do	Sanders.
Hungerford Collegiate Institute	McNally, Warren .....	.....	do	Parker and Watson.
Huntington Union School	Warren, Guyot .....	.....	do	Willson.
Ithaca Academy	McNally .....	.....	Worcester	Sanders.
Jamestown Union Sch'l & Coll. Ins.	Warren .....	.....	Webster	do
Johnstown Academy	McNally .....	.....	do	Parker and Watson.
Jonesville Academy	Colton .....	.....	do	do

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Geography.	Pronunciation.	Reading.
*Jordan Academy.....	Colton and Fitch, Monteith, Mitchell, McNally.....	Webster.....	Parker and Watson.
Keeseville Academy.....	McNally, Monteith.....	do.....	do
Kinderhook Academy.....	do.....	do.....	do
Kingsdon Academy.....	do.....	do.....	do
Knoxville Academy.....	Colton and Fitch.....	do.....	Sanders.
Lausburgh Academy.....	do Monteith.....	do.....	Parker and Watson.
Lawrenceville Academy.....	McNally.....	Worcester.....	do
Leavenworth Institute.....	do.....	Webster.....	do
Le Roy Academic Institute.....	do Monteith.....	do Worcester.....	Hillard.
Liberty Normal Institute.....	Cornell.....	do.....	Sanders, Webb.
Lockport Union School.....	McNally, Fitch.....	do.....	do
Lowville Academy.....	do Warren.....	do.....	do
Lyons Union School.....	Warren.....	do.....	do
Macedon Academy.....	Mitchell, Warren.....	Webster.....	Parker and Watson.
Manlius Academy.....	McNally.....	do.....	do
Marathon Academy.....	do.....	do.....	do
Marion Collegiate Institute.....	Mitchell, Fitch.....	do.....	do

Medina Academy	McNally	Warren, Guyot.	do	Willson.
Mexico Academy	do	do	do	Parker and Watson.
Middlebury Academy	do	do	do	do
Monroe Academy	do	do	do	Willson.
Montgomery Academy	Mitchell, Cornell	do	do	Parker and Watson.
Monticello Academy	McNally	do	do	do
Moravia Institute	do	do	do	Sanders.
Mount Morris Union Free School	Mitchell.	do	do	do Webb.
*Mount Pleasant Academy	McNally	do	do	Parker and Watson.
Munro Collegiate Institute	Colton and Fitch	do	do	Sanders.
Naples Academy	McNally, Warren	do	do	Parker and Watson.
Newark Union Free School	do Guyot	do	do	Sanders.
New Berlin Academy	do	do	do	do
New Paltz Academy	Guyot.	do	do	Parker and Watson.
New York Central Academy	McNally, Warren	do	do	Sanders, Willson.
New York Conf. Sem. and Col. Inst.	Cornell	do	do	Parker and Watson.
North Granville Ladies' Seminary	Mitchell.	do	do	Sanders.
*North Hebron Institute	Cornell, Olney	do	do	do
Norwich Academy	McNally	do	do	Parker and Watson.
Ogdensburg Educational Inst.	do	do	do	Sanders, Willson.
Olean Academy	Mitchell.	do	do	do
Oneida Seminary	McNally	do	do	do
Oneida Conference Seminary	Mitchell.	do	do	do
Onondaga Academy	McNally	do	do	Parker and Watson.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Geography.	Pronunciation.	Reading.
Ontario Female Seminary	McNally, Colton and Fitch . . .	Webster	Parker and Wat'n, Bible.
Oswego High School	Guyot	do	Shakespeare, Sanders.
Owego Academy	McNally	do Worcester	Parker and Watson.
Oxford Academy	Cornell	do do	Sanders.
Packer Collegiate Institute	Fitch	do	
Palatine Bridge Un. Free School	McNally, Colton and Fitch . . .	Worcester	Willson.
Palmyra Classical and Un. School	do	Webster	Parker and Watson.
Peekskill Academy	Warren	do	do Cleveland.
Penfield Seminary	McNally, Colton and Fitch . . .	do	Town.
Penn Yan Academy	do	do	Sanders.
Perry Academy	do Warren	do	Parker and Watson.
Phelps Union and Classical Sch'l	do	do	do
Phipps Union Seminary	Cornell	do	
Pike Seminary	McNally, Fitch	do	Parker and Watson.
Plattsburgh Academy	Colton	do	do
Danvers Academy	do McNally	do	do

Prospect Academy.....	Colton and Fitch.....	do	Worcester.....	do
Pulaski Academy.....	McNally.....	do	.....	do
Red Creek Union Seminary.....	Warren.....	do	.....	Parker and Watson.
*Richburgh Academy.....	McNally.....	do	.....	Sanders, Willson.
*Rochester Female Academy.....	do Warren.....	.....	.....	do
Rochester Free Academy.....	Ritter.....	Webster.....	.....	Parker and Watson.
Rogersville Union Seminary.....	McNally.....	do	.....	do
Rome Academy.....	do Colton.....	Worcester.....	.....	Parker and Watson.
Rural Seminary.....	do	Webster.....	.....	Sanders.
Rushford Academy.....	Cornell.....	do	.....	Parker and Watson.
*Sans Souci Seminary.....	do Colton, Mitchell.....	do	.....	do
St. Lawrence Academy.....	McNally.....	do	.....	do
Sanquoit Academy.....	Colton and Fitch.....	Webster.....	.....	do Willson.
Schenectady Union School.....	.....	do	.....	Milton, Thompson.
Schoharie Academy.....	McNally, Mitchell.....	do	.....	Sanders.
Seneca Falls Academy.....	Cornell, Fitch.....	Worcester.....	.....	do
Sodus Academy.....	McNally.....	Webster.....	.....	Parker and Watson.
Spencertown Academy.....	do Guyot.....	Webster.....	.....	Sanders.
S. S. Seward Institute.....	Cornell.....	do	.....	do
Starkey Seminary.....	McNally.....	do	.....	do
Syracuse High School.....	do	do	.....	Parker and Watson.
Troy Academy.....	do Warren.....	Walker.....	.....	Shakespeare, etc.
Troy Female Seminary.....	Woodbridge, Willard.....	Worcester.....	.....	Parker and Watson.
Troy High School.....	Warren, Mitchell.....	.....	.....	Sanders.
Trumansburgh Academy.....	McNally.....	Webster.....	.....

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ORDINARY ELEMENTARY STUDIES.		
	Geography.	Pronunciation.	Reading.
Unadilla Academy.....	McNally, Colton and Fitch..	Webster.....	Sanders.
Union Academy of Belleville..	do Warren.....	Quackenbos.....	Parker and Watson.
Union Hall Academy.....	do Guyot.....	Webster.....	do
Union Village Academy.....	Pierson, Fitch.....	do	Sanders.
Utica Academy.....	Mitchell.....	do	do Milton.
Vernon Academy.....	McNally.....	do	do Park and Wat'n.
Wallkill Academy.....	do	do	Parker and Watson.
Walton Academy.....	do [Warren.....	do	do
Walworth Academy.....	do Colton and Fitch,	do	Sanders.
Warrensburgh Academy.....	Colton.....	do	Parker and Watson.
Warsaw Union School.....	Mitchell, Guyot.....	do	Town.
Warwick Institute.....	Colton and Fitch, McNally..	do	Parker and Watson.
Washington Academy.....	do Mitchell..	do	Sanders.
Waterloo Union School.....	McNally.....	do	Parker and Watson.
Watertown High School.....	Ritter.....	Worcester.....	do
Watkins Academy.....	McNally.....	Webster.....	Sanders.
Waverly Institute.....	do	do	do Willson.
Webster Academy.....	do	do	

West Winfield Academy.....	do	.....	do	do	Sanders.
Whitestown Seminary	do	Warren	do	do	Parker and Watson.
Whitney Point Union School..	do	.....	do	do	Sanders.
Wilson Collegiate Institute...	do	.....	do	do	do
Windsor Academy.....	do	.....	do	do	Parker and Watson.
Yates Academy.....	do	.....	do	do	
Yates Polytechnic Institute....	do	.....	do	do	

• Those academies marked with a • made no report of studies in 1887; the text-books are those reported in 1886.

SCHEDULE No. 11--Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.		
	Algebra.	Astronomy.	Geometry.
Academy at Little Falls	Greenleaf	Smith	Greenleaf.
Academy of Dutchess County	Thomson	Comstock	
Albany Academy	Loomis	Draper	Loomis.
Albany Female Seminary	Robinson	Burrill	Robinson.
Albion Academy	do	do	do.
Alfred University Acad. Dep't	do	do	Davies.
Ames Academy	Davies	Robinson	Loomis.
Andes Collegiate Institute	Robinson	Mattison	Davies.
Angelica Academy	Davies' Bourdon	do	do
Antwerp Liberal Literary Inst.	Davies	Burrill	Robinson.
Arcade Academy	Robinson	Mattison	Davies.
Argyle Academy	do	do	do
Attica Union School	do	do	Robinson.
Auburn Academic High School ..	do	do	Davies.
Augusta Academy	do	do	do
Aurora Academy	do	do	Robinson.
Baldwinsville Academy	do	do	Davies.
Betavia Union School	do	Mattison	do
Binghamton Academy	do	do	Robinson.
		Burrill	

Buffalo Central School.....	Davies	Burritt	Davies.
Buffalo Female Academy.....	Robinson	do	do
Cambridge Washington Academy.....	Davies	do	do
Canajoharie Academy.....	Robinson	Smith	Robinson.
Canandaigua Academy.....	do	Olmsted	Davies.
Canton Academy.....	do	do	do
Cary Collegiate Seminary.....	Davies	Burritt	do
Catskill Free Academy.....	Loomis	do	do
*Cayuga Lake Academy.....	Davies	Burritt	Robinson.
Chamberlain Institute.....	do	do	Davies.
Champlain Academy.....	do	do	Robinson.
Chester Academy.....	do	Brocklesby	Davies.
Cincinnati Academy.....	do	do	do
Clarence Academy.....	Davies	Burritt	do
Claverack Acad. and Hud. R. Inst.	Day	do	Playfair's Euclid.
Clinton Academy.....	Davies	do	do
Clinton Grammar School.....	Robinson	Olmsted	Robinson.
Clinton Liberal Institute.....	do	Burritt	do
Corning Free Academy.....	do	do	do
Cortland Academy.....	do	Mattison	Davies.
Cortlandville Academy.....	do	do	do
Coxsackie Academy.....	do	Burritt	do
Dansville Seminary.....	do	do	Robinson.
Delaware Academy.....	do	do	Loomis.
Delaware Literary Institute.....	Greenleaf	Loomis	Greenleaf.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.		
	Algebra.	Astronomy.	Geometry.
Deposit Academy	Robinson, Davies	Smith	Robinson.
De Ruyter Institute	do .....	.....	Davies.
Dundee Academy	do .....	.....	Robinson.
East Bloomfield Academy	do .....	.....	Davies.
East Genesee Conference Sem'y	do .....	.....	do
Ellington Academy	do .....	.....	Robinson.
Elmira Free Academy	do	Burrill, Mattison	Davies.
*Erasmus Hall Academy	Ray .....	.....	do
Evans Academy	Robinson, Davies	Olmsted	Davies.
Fairfield Academy	do	Burrill	do
Falley Seminary	do	do Mattison .....	.....
*Farmers' Hall Academy	do .....	.....	Davies.
Forestville Free Academy	do .....	.....	Loomis.
Fort Covington Academy	Davies	Olmsted	Davies.
Fort Edward Collegiate Institute.	do	Burrill	do
Fort Plain Sem. & Fem. Col. Inst..	do	Mattison	Loomis.
Franklin Academy, Malone	Davies	Olmsted	Davies.
Franklin Academy, Prattsburg	Robinson	Burrill	do
Fredonia Academy	do	Snell's Olmsted	do

Genesee Valley Seminary	do	do	do
Genesee Wesleyan Seminary	Robinson	Brocklesby	do
Genesee and Wyoming Seminary	do	do	do
Genesee Academy	do	Brocklesby	do
Geneva Classical & Union School	do	Smith	do
Gilbertsville Acad. and Col. Inst.	do	do	Robinson.
Glen's Falls Academy	do	Burritt	Davies.
Gloversville Union Seminary	do	do	do
Gouverneur Wesleyan Seminary	Loomis	do	Loomis.
Grammar School of Madison Univ.	Davies	do	do
Greenville Academy	Robinson	Burritt	Davies.
Griffith Institute	do	Mattison	do
Groton Academy	do	Robinson	Robinson.
Halfmoon Academy	Stoddard and Henkle	Smith	Davies.
*Hartford Academy	Robinson	Burritt	do
Hartwick Seminary	Davies	do	do
Holley Academy	Robinson	do	do
*Hoosick Falls Union School	do	do	do
Hudson Academy	do	do	Robinson.
Hungerford Collegiate Institute	do	Burritt, Mattison	Davies.
Huntington Union School	Greenleaf	do	Greenleaf.
Ithaca Academy	Robinson	Mattison	Davies.
Jamestown Un. School & Col. Inst.	do	do	Robinson.
Johnstown Academy	Davies	Burritt	Davies.
Jonesville Academy	Robinson	do	do

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.		
	Algebra.	Astronomy.	Geometry.
Jordan Academy	do	.....	Loomis.
Keeseville Academy	do	.....	Davies.
Kinderhook Academy	Davies	.....	Davies.
Kingston Academy	Stoddard and Henkle	.....	do
Knoxville Academy	Robinson	.....	Robinson.
Lansingburgh Academy	do	Mattison	Loomis.
Lawrenceville Academy	do	.....	Davies.
Leavenworth Institute	do	.....	Robinson.
Le Roy Academic Institute	do	.....	Davies.
Liberty Normal Institute	Stoddard and Henkle	Smith, Brocklesby	Robinson.
Lockport Union School	Robinson	Mattison	Davies.
Lowville Academy	do	Robinson	do
Lyons Union School	do	.....	do
Macedon Academy	do	Burrill, Mattison	do
Manlius Academy	Davies	.....	Loomis.
Marathon Academy	do Robinson	.....	Davies.
Marion Collegiate Institute	do	Mattison	do
Marshall Seminary of Easton	Robinson	.....	do
Mechanicville Academy	Davies	Mattison, Burrill	Loomis.

Montroe Academy	do			
Montgomery Academy	Robinson	Burritt		do
Monticello Academy	do	Smith		do
Moravia Institute	Davies			do
Mount Morris Union Free School	Robinson	Mattison		Loomis.
*Mount Pleasant Academy	Davies			Davies.
Munro Collegiate Institute	Robinson	Burritt, Robinson		Robinson.
Naples Academy	do			Davies.
Newark Union Free School	do			do
New Berlin Academy	do	Mattison		do
New Paltz Academy	do			Robinson.
New York Central Academy	do	Burritt		Davies.
New York Conference Seminary	do	do		do
North Granville Ladies' Seminary.	Greenleaf	Olmsted		Loomis.
*North Hebron Institute				do
Norwich Academy	Robinson	Burritt		Davies.
Ogdensburgh Educational Inst.	do			do
Olean Academy	Davies			Robinson.
Oneida Seminary	do	Mattison		Loomis.
Oneida Conference Seminary	do	Burritt		Davies.
Onondaga Academy	Davies	do		do
Ontario Female Seminary	Robinson	Mattison		do
Oswego High School	do	do Olmsted, Burritt		do
Owego Academy	do	Brocklesby		do
		Mattison, Loomis		do Loomis.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.		
	Algebra.	Astronomy.	Geometry.
Oxford Academy	Robinson	Olmsted	Davies.
Packer Collegiate Institute.....	do	Eaton, Olmsted	Loomis.
Palatine Bridge Union F. School..	Davies .....	.....	Davies.
Palmyra Classical Union School..	Robinson .....	.....	do
Peekskill Academy	Davies	Mattison	Loomis.
Penfield Seminary	Robinson .....	.....	Davies.
Penn Yan Academy	do	Burritt	do
Perry Academy	do	do	Robinson.
Phelps Union and Classical School	do	Burritt, Mattison	Davies.
Phipps Union Seminary	Davies	do	do
Pike Seminary	Robinson	Brocklesby	do
Plattsburgh Academy	do	Mattison	do
Pompey Academy	do	Burritt	Robinson.
Port Byron Free School and Acad.	do .....	.....	Davies.
Prospect Academy	do .....	.....	Robinson.
Pulaski Academy.....	do .....	.....	Davies.
Red Creek Union Seminary	do .....	.....	Robinson.

Rochester Free Academy	do	Brocklesby	do
Rogersville Union Seminary	Davies	Burritt	Davies.
Rome Academy	Robinson	Mattison	Robinson.
Rural Seminary	Davies	Loomis	Davies.
Rushford Academy	Robinson	Mattison	
*Sans Souci Seminary	Davies	Burritt	Davies.
St. Lawrence Academy	Robinson	Olmsted	Loomis.
Sauquoit Academy	do		Davies, Loomis.
Schenectady Union School	Davies		do
Schoharie Academy	do Thomson	Mattison	do
Seneca Falls Academy	Robinson	Burritt	do
Sodus Academy	do	Mattison	do
Spencertown Academy	do Davies	Burritt	do
S. S. Seward Institute	do	Robinson	Robinson.
Starkey Seminary	do	Smith	do
Syracuse High School	Davies		Davies.
Troy Academy	do	Smith	do
Troy Female Seminary	do	Brocklesby	do
Troy High School	Robinson	do	do
Trumansburgh Academy	do	Mattison	do
Unadilla Academy	do	Burritt	do
Union Academy of Belleville	Davies	Mattison	do
Union Hall Academy	Benedict	Olmsted, Loomis	do
Union Village Academy	Robinson	Mattison	do

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.		
	Algebra.	Astronomy.	Geometry.
Utica Academy.....	Robinson	Brocklesby	Davies.
Vernon Academy.....	do .....	.....	.....
Wallkill Academy.....	Davies	Burritt	Davies.
Walton Academy.....	Robinson .....	.....	Loomis.
Walworth Academy.....	do .....	.....	.....
Warrensburgh Academy	do	Smith	Loomis.
Warsaw Union School.....	do	Burritt	Davies.
Warwick Institute.....	do .....	.....	Robinson.
Washington Academy	Davies	Mattison	Davies.
Waterloo Union School.....	Robinson .....	.....	Loomis.
Watertown High School.....	do	Brocklesby .....	.....
Watkins Academy.....	do	Smith	Davies.
Waverly Institute.....	do	Mattison	Robinson.
Webster Academy.....	do Davies	Parker	Davies.
Westfield Academy.....	do	Mattison	do

Whitestown Seminary.....	do	.....	Burritt	.....	KODINSON.
Whitney's Point Union School	do	.....	do	.....	Davies.
Wilson Collegiate Institute.....	do	.....	.....	.....	Robinson.
Windsor Academy.....	do	.....	.....	.....	Davies.
Yates Academy.....	do	Davies	.....	.....	do
Yates Polytechnic Institute.....	do	.....	Burritt	.....	Davies.

* Those academies marked with a * made no report of studies in 1867; the text-books are those reported in 1866.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.			
	Geometry, analytical and descriptive.	Natural Philosophy.	Surveying and Leveling.	Trigonometry.
Academy at Little Falls .....	.....	Norton, Porter	Davies	Davies.
Academy of Dutchess County .....	.....	Comstock	Flint .....	.....
Albany Academy	Loomis	Draper	Loomis	Loomis.
*Albany Female Seminary .....	.....	Olmsted .....	.....	.....
Albion Academy .....	.....	Wells	Robinson	Robinson.
Alfred University Acad. Dep't.	Robinson	do	do	do
Ames Academy	Davies .....	.....	.....	.....
Andes Collegiate Institute .....	.....	Peck's Ganot .....	.....	.....
Angelica Academy	Davies	Wells	Davies	Davies.
Antwerp Liberal Literary Institute ..	.....	Peck's Ganot .....	.....	.....
Arcade Academy .....	.....	Wells .....	.....	Robinson.
Argyle Academy .....	.....	Quackenbos .....	.....	.....
Attica Union School .....	.....	do .....	.....	.....
Auburn Academic High School .....	.....	Peck's Ganot .....	.....	.....
Augusta Academy .....	.....	.....	.....	.....
Aurora Academy .....	.....	Parker .....	.....	.....
Baldwinsville Academy .....	.....	Wells .....	.....	.....
Batavia Union School .....	.....	Quackenbos	Davies	Davies.
Binghamton Academy .....	.....	Wells .....	.....	Robinson.

Brookfield Academy	Davies	Parker	Lectures	Davies.
Brooklyn Collegiate and Poly. Inst. .	.....	Peck's Ganot .....	.....	do
Buffalo Central School .....	.....	Wells .....	.....	do
Buffalo Female Academy .....	.....	Parker	Davies	do
Cambridge Washington Academy ..	.....	Quackenbos .....	.....
Canajoharie Academy .....	.....	Wells	Davies	Davies.
Canandaigua Academy .....	.....	do .....	.....
Canton Academy .....	.....	Parker .....	.....
Cary Collegiate Seminary .....	.....	Quackenbos .....	.....
Catskill Free Academy .....	.....	Parker .....	.....	Robinson.
*Cayuga Lake Academy .....	.....	Quackenbos	Loomis	Loomis.
Champlain Academy .....	.....	Parker .....	.....
Chamberlain Institute .....	.....	Wells	Davies	Davies.
Chester Academy .....	.....	Peck's Ganot	do	do
Cincinnati Academy .....	.....	Wells	do	do
Clarence Academy .....	.....	Peck's Ganot	do	do
Claverack Acad. and Hud. Riv. Inst. .	.....	Parker	do Gillespie ..	do
Clinton Academy .....	.....	Quackenbos .....	.....
Clinton Grammar School .....	.....	Wells .....	.....	Robinson.
Clinton Liberal Institute .....	.....	Quackenbos	Robinson	do
Corning Free Academy .....	.....	Peck's Ganot .....	.....
Cortland Academy	Davies	Parker	Davies	Davies.
Cortlandville Academy .....	.....	Wells	Gillespie	do
Coxsackie Academy	Davies	Parker	Davies	do
Dansville Seminary .....	.....	Peck's Ganot .....	.....	Robinson.
Delaware Academy .....	.....	Wells	Loomis	Loomis.
Delaware Literary Institute	Church	Peck's Ganot, Silliman ..	Gillespie	Greenleaf.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.			
	Geometry, analytical and descriptive.	Natural Philosophy.	Surveying and Leveling.	Trigonometry.
Deposit Academy.....	.....	Wells.....	.....	Davies.
De Ruyter Institute.....	.....	Peck's Ganot.....	.....	Robinson.
Dundee Academy.....	.....	Wells.....	.....	Davies.
East Bloomfield Academy.....	Loomis.....	do.....	Davies.....	do
East Genesee Conference Sem'y.....	.....	Peck's Ganot.....	.....
Ellington Academy.....	.....	.....	.....
Elmira Free Academy.....	Davies.....	.....	.....
*Erasmus Hall Academy.....	.....	.....	.....
Evans Academy.....	.....	Wells.....	.....
Fairfield Academy.....	Davies.....	Gray.....	Gillespie.....	Davies.
Falley Seminary.....	do.....	Peck's Ganot.....	Smyth, Davies.....	do
*Farmers' Hall Academy.....	.....	Parker.....	.....	Davies.
Forestville Free Academy.....	.....	Wells.....	.....
Fort Covington Academy.....	.....	do.....	.....
Fort Edward Collegiate Institute.....	.....	Quackenbos.....	Davies.....	
Fort Plain Sem. and Fem. Col. Inst.....	.....	Wells.....	.....
Franklin Academy, Malone.....	.....	Peck's Ganot.....	.....
Franklin Academy, Prattsburgh.....	.....	Wells.....	Davies.....	Davies.
Fredonia Academy.....	.....	do.....	Gillespie.....	

Friendship Academy.....	do	Davies.
Genesee Valley Seminary.....	do	do
Genesee Wesleyan Seminary.....	do	do
Genesee and Wyoming Seminary.....	Peck's Ganot	
Genesee Academy.....	Parker	Davies.
Geneva Classical and Union School.....	Wells	do
Gilbertsville Academy.....	do	
Glen's Falls Academy.....	Peck's Ganot	
Gloversville Union Seminary.....	Wells	
Gouverneur Wesleyan Seminary.....	do	Loomis.
Grammar School of Madison Univ'y.....		
Greenville Academy.....	Quackenbos	
Griffith Institute.....	Wells	Davies.
Groton Academy.....	do	Robinson.
Halfmoon Academy.....	Sprague	Davies.
*Hartford Academy.....	Quackenbos	
Hartwick Seminary.....	Wells	
Holley Academy.....	do	Davies
*Hoosick Falls Union School.....	Parker	Davies.
Hudson Academy.....	Quackenbos	Robinson.
Hungerford Collegiate Institute.....	Parker	Davies.
Huntington Union School.....	do	Greenleaf.
Ithaca Academy.....	do	Davies.
Jamestown Union Sch'l and Col. Inst.....	Wells	
Johnstown Academy.....	Parker	Davies.
Jonesville Academy.....	Quackenbos	

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.			
	Geometry, analytical and descriptive.	Natural Philosophy.	Surveying and Leveling.	Trigonometry.
*Jordan Academy
Keesville Academy	Peck's Ganot .....	.....	.....
Kinderhook Academy	Gummere .....	.....
Kingston Academy	Wells .....	.....	.....
Knoxville Academy	Quackenbos	Gillespie .....	.....
Lansingburgh Academy	Wells .....	.....	Jackson.
Lawrenceville Academy	Quackenbos	Davies	Robinson.
Leavenworth Institute	Johnson .....	.....	.....
Le Roy Academic Institute	Quackenbos .....	.....	.....
Liberty Normal Institute	Davies	Wells, Gray	Davies	Davies.
Lockport Union School	do .....	.....	do
Lowville Academy	Parker	Gillespie	do
Lyons Union School	Davies	Wells .....	.....	do
Macedon Academy	Quackenbos .....	.....	.....
Manlius Academy	Wells .....	.....	.....
Marathon Academy
Marion Collegiate Institute	Davies	Wells	Davies	Davies.
Marshall Seminary of Easton	Quackenbos	do .....	.....

Academy	Teacher	Text Book	Subject	Teacher
Medina Academy	Robinson	Wells	do	do
Mexico Academy		Parker	do	do
Middlebury Academy		Peck's Ganot	do	do
Mourde Academy		Quackenbos		Davies,
Montgomery Academy				do
Monticello Academy		Wells	Gillespie	
Moravia Institute		do		
Mount Morris Union Free School		Peck's Ganot		
*Mount Pleasant Academy	Davies	Wells		
Munro Collegiate Institute	Robinson	Quackenbos	Robinson	Robinson.
Naples Academy		Wells		
Newark Union Free School		do		Davies.
New Berlin Academy	Davies	do	Gillespie	do
New Paltz Academy		do	Robinson	Robinson.
New York Central Academy				
New York Con. Sem. and Col. Inst.		Quackenbos		
North Graunville Ladies' Seminary		do		Loomis.
*North Hebron Institute				
Norwich Academy	Davies	Wells	Gillespie	Loomis.
Ogdensburgh Educational Institute		Parker		
Olean Academy		Wells		
Oncida Seminary		do	Loomis	Loomis.
Oncida Conference Seminary	Davies	Peck's Ganot	Davies	Davies.
Onondaga Academy		do		
Ontario Female Seminary		do		Day.
Oswego High School		Parker		

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.			
	Geometry, analytical and descriptive.	Natural Philosophy.	Surveying and Leveling.	Trigonometry.
Owego Academy	Davies, Loomis ..	Wells	Gillespie	Davies, Gil-
Oxford Academy	do	Parker .....	.....	lespie.
Packer Collegiate Institute	Loomis	Draper, Peck's Ganot ..	.....	Perkins.
Palatine Bridge Union Free School ..	.....	Parker .....	.....
Palmyra Classical and Union School ..	.....	Wells .....	.....
Peekskill Academy	Davies, Church ..	do	Davies	Davies.
Penfield Seminary .....	.....	Quackenbos .....	.....
Penn Yan Academy	Davies	Peck's Ganot	Davies	Davies.
Perry Academy .....	.....	Parker .....	.....	Robinson.
Phelps Union and Classical School ..	Robinson	Wells .....	.....
Phipps Union Seminary	Davies	Parker .....	.....	Davies.
Pike Seminary .....	.....	Wells	Davies	do
Plattsburgh Academy	Davies	Parker	Robinson	Robinson.
Pompey Academy .....	.....	Wells .....	.....
Port Byron Free School and Acad ..	.....	do .....	.....
Prospect Academy .....	.....	do .....	.....
Pulaski Academy .....	.....	.....	.....	Davies.

*Richburgh Academy	Davies	do	do	
*Rochester Female Academy		Quackenbos		
Rochester Free Academy		Wells		
Rogersville Union Seminary	Davies	Peck's Ganot	Davies	Davies.
Rome Academy		Wells		Robinson.
Rural Seminary		do		Davies.
Rushford Academy		do		
*Sans Souci Seminary		Quackenbos		
St. Lawrence Academy		Parker		
Sauquoit Academy		Wells	Robinson	Robinson.
Schenectady Union School		do		
Schoharie Academy		Quackenbos		
Seneca Falls Academy		Parker		
Sodus Academy	Davies	Quackenbos	Gillespie, Davies.	Davies.
Spencertown Academy		Olmsted		
S. S. Seward Institute		Wells, Quackenbos	Robinson	Robinson.
Starkey Seminary		do Peck's Ganot	Gillespie	Davies.
Syracuse High School	Davies	do	Davies	do
Troy Academy		Parker		do
Troy Female Seminary		Peck's Ganot, Olmsted.		do
Troy High School		Wells		do
Trumansburgh Academy		Parker	Gillespie	
Unadilla Academy		Wells	do	
Union Academy of Belleville		Parker	Davies	Davies.
Union Hall Academy	Davies	Wells	Loomis.	Loomis.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MATHEMATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.			
	Geometry, analytical and descriptive.	Natural Philosophy.	Surveying and Leveling.	Trigonometry.
Union Village Academy.....	Davies.....	Wells.....	Gillespie.....	Davies.
Utica Academy.....	do.....	do.....	.....	do.....
Vernon Academy.....	.....	do.....	.....	.....
Wallkill Academy.....	Davies.....	Parker.....	Davies.....	Davies.
Walton Academy.....	.....	Wells.....	.....	Loomis.
Walworth Academy.....	.....	do.....	.....	.....
Warrensburgh Academy.....	.....	Peterson.....	.....	.....
Warsaw Union School.....	.....	Quackenbos.....	.....	Davies.
Warwick Institute.....	.....	Wells.....	.....	Robinson.
Washington Academy.....	Davies.....	do.....	Davies.....	Davies.
Waterloo Union School.....	.....	Parker.....	.....	.....
Watertown High School.....	.....	Wells.....	.....	Davies.
Watkins Academy.....	Davies.....	do.....	do.....	do.....
Waverly Institute.....	.....	do.....	do.....	Robinson.
Webster Academy.....	.....	Parker.....	.....	.....
Westfield Academy.....	.....	Peck's Ganot.....	.....	Davies.
West Winfield Academy.....	.....	Wells.....	.....	Robinson.

Wilson Collegiate Institute.....	Wells.....	.....	.....
Windsor Academy.....	do.....	.....	.....
Yates Academy.....	do.....	Gillespie.....	Davies.
Yates Polytechnic Institute.....	do.....	.....	Davies.
	do.....	.....

• Those academies marked with a • made no report of studies in 1887 ; the text books are those reported in 1886.

SCHEDULE No. 11—Continued.

Calculus taught in—

Alfred, Brooklyn, Claverack, Delaware Literary, East Bloomfield, Hungerford, Liberty, Medina, Oneida Conference, Owego, Phipps,—11.

Conic Sections taught in—

Albany, Alfred, Claverack, Delaware, Delaware Literary, East Bloomfield, Hungerford, Manlius, Medina, North Granville, Oneida, Oneida Conference, Owego, Oxford, Phipps, Waterloo—16.

Engineering taught in—

Albany, Alfred, Brooklyn, Canandaigua, Claverack, Delaware Literary, Fairfield, Hungerford, Oneida Conference, Owego, Oxford, Peekskill, Union Hall, Washington, Whitestown—15.

Navigation taught in—

Albany, Alfred, Batavia, Cayuga Lake, Cincinnatus, East Bloomfield, Falley, Gouverneur, Groton, Hartwick, Hudson, Hungerford, Marion, Munro, New Paltz, Oneida, Owego, Packer, Penn Yan, Plattsburgh, Rogersville, Sauquoit, Syracuse, Union Hall—24.

Perspective taught in—

Brooklyn, Delaware Literary, Fort Edward, Hungerford, Lowville, New Paltz, Olean, Oswego, Owego, Packer, Penn Yan, Phipps, Troy Female—13.

Technology taught in—

Claverack—1.

[For text-books used, see end of Schedule No. 11.]

התאחדות המורים

NAMES OF ACADEMIES.	ANCIENT LANGUAGES.			
	Greek Grammar.	Latin Grammar.	Grecian Antiquities.	Roman Antiquities.
Academy at Little Falls	Bullions	Andrews and Stoddard		Andrews.
Academy of Dutchess County	Hadley	Harkness		
Albany Academy	do	Andrews and Stoddard		
*Albany Female Seminary				
Albion Academy	Hadley	Andrews and Stoddard	Anthou	Anthou.
Alfred University, Acad. Dep't	Harkness	Harkness		Smith.
Ames Academy		do		
Andes Collegiate Institute	Bullions	Bullions		
Angelica Academy	Harkness	Harkness		
Antwerp Liberal Literary Inst.		Andrews and Stoddard		
Arcade Academy		Harkness		Anthou.
Argyle Academy		Bullions		
Attica Union School		Harkness		
Auburn Academic High School	Crosby	Andrews and Stoddard	Anthou	
Augusta Academy		do		
Aurora Academy		do		
Baldwinsville Academy	Crosby	do		Anthou.
Batavia Union School	Bullions	do		
Binghamton Academy	Hadley	Harkness		


Clinton Liberal Institute	Crosby	A. & Stoddard, Harkness	Allen	Allen.
Corning Free Academy	McClintock	do	Allen	
Cortland Academy	Hadley	Harkness		
Cortlandville Academy	do	do		
Coxsackie Academy		do		
Dansville Seminary	Hadley	do		
Delaware Academy	do	Andrews and Stoddard		
Delaware Literary Institute	do	Harkness		
Deposit Academy		do		
De Ruyter Institute		Andrews and Stoddard		
Dundee Academy	Hadley	Harkness		
East Bloomfield Academy		Andrews and Stoddard		
East Genesee Conference Sem.	Hadley	Harkness		
Ellington Academy		do		
Elmira Free Academy		Andrews and Stoddard		
*Erasmus Hall Academy	Hadley	do Harkness		Eschenberg.
Evans Academy		do		Anth.
Fairfield Academy	Hadley	Harkness	Anth	
Falley Seminary	Crosby, Hadley	Andrews and Stoddard		
*Farmers' Hall Academy	do	do		
Forestville Free Academy		do		
Fort Covington Academy	Crosby	Harkness	Anth	Anth.
Fort Edward Collegiate Institute	Hadley	Andrews and Stoddard	do	do
Fort Plain S. m. & Fem. Coll. Inst.		do		
Franklin Academy, Malone	Crosby	do		
Franklin Academy, Prattsburg	Harkness	do		
Fredonia Academy	Crosby	do		

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT LANGUAGES.			
	Greek Grammar.	Latin Grammar.	Grecian Antiquities.	Roman Antiquities.
Friends' Academy.....	Crosby, Hadley..	Andrews and Stoddard.	.....	Smith.
Friendship Academy.....	McClintock.....	Harkness.....	.....	Lectures.
Genesee Valley Seminary.....	Kendrick.....	Andrews and Stoddard.	Lectures.....	Anthony, Adams
Genesee Wesleyan Seminary.....	Hadley.....	Harkness.....	Anthony.....	
Genesee and Wyoming Seminary.....	.....	Andrews and Stoddard.	.....
Genesee Academy.....	Bullions.....	Bullions.....	.....
Geneva Classical and Un. School.	Hadley, Kendrick	Harkness.....	Smith, Bojesen.	Bojesen.
Gilbertsville Academy.....	.....	do.....	.....	Anthony.
Glen's Falls Academy.....	Bullions.....	do.....	.....
Gloversville Union Seminary.....	do.....	do Andr. & Stodd.	Anthony.....	
Gouverneur Wesleyan Seminary.....	Hadley, Crosby..	Andrews and Stoddard.	.....
Grammar School of Madison Univ.	do.....	Harkness.....	.....
Greenville Academy.....	do.....	Andrews and Stoddard.	.....
Griffith Institute.....	.....	do.....	.....
Groton Academy.....	Bullions.....	Bullions, Harkness.....	.....
Halfmoon Academy.....	.....	do.....	.....
Hartford Academy.....	.....	Andrews and Stoddard.	.....
Hartwick Seminary.....	Hadley, Bullions.	Harkness.....	.....
Holley Academy.....	.....	Andrews and Stoddard.	.....

Hungerford Collegiate Institute...	Crosby	Andrews and Stoddard	Anth.
Huntington Union School...	Hadley	do	Anth.
Ithaca Academy	Crosby	do	
Jamestown Un. Sch'l and Col. Inst.	Harkness	Harkness	
Johnstown Academy		do Arnold	
Jonesville Academy	Crosby	Andrews and Stoddard	
*Jordan Academy		do	
Keeseville Academy	Harkness	do Harkness	
Kinderhook Academy	Hadley	do do	
Kingston Academy	Crosby	do	Smith.
Knoxville Academy		Harkness	
Lansingburgh Academy	Crosby	Andrews and Stoddard	Anth.
Lawrenceville Academy	Hadley	do Harkness	
Leavenworth Institute	Crosby	Harkness	Smith.
Le Roy Academic Institute	Hadley	do	
Liberty Normal Institute		Andrews and Stoddard	
Lockport Union School	Hadley, Crosby	do	
Lowville Academy	do	Harkness	Bojesen.
Lyons Union School	Crosby	Andrews & Stoddard, H.	
Macedon Academy	Hadley	do	Anth.
Manlius Academy		Harkness	Fiske.
Marathon Academy		Andrews and Stoddard	
Marion Collegiate Institute	Kendrick	do	
*Marshall Seminary of Easton		Harkness	
Mechanicville Academy	Hadley, Harkness	do Andrews & Stod.	Anth.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT LANGUAGES.			
	Greek Grammar.	Latin Grammar.	Grecian Antiquities.	Roman Antiquities.
Medina Academy	Hadley, Harkness	Harkness, A. & Stoddard	.....	Anthon.
Mexico Academy	do	do .....	.....	.....
Middlebury Academy .....	.....	Andrews and Stoddard	.....	Anthon.
Monroe Academy .....	.....	Arnold, Harkness	.....	.....
Montgomery Academy	Bullions	Andrews and Stoddard	.....	.....
Monticello Academy	do	do .....	.....	.....
Moravia Institute	Crosby	do .....	.....	.....
Mount Morris Union Free School.	do	do .....	.....	.....
*Mount Pleasant Academy	do Hadley	do	Eschenberg	.....
Munro Collegiate Institute	Hadley	Harkness .....	.....	.....
Naples Academy	do	do .....	.....	.....
Newark Union Free School	do	do .....	.....	.....
New Berlin Academy	do	Andrews and Stoddard	.....	.....
New Paltz Academy	Crosby	do .....	.....	Anthon.
New York Central Academy	Kendrick	Harkness .....	.....	.....
New York Conf. Sem. and Col. In.	Hadley	Andrews and Stoddard	.....	.....
North Granville Ladies' Sem.	.....	.....	.....	.....

Norwich Academy	Hadley	Andrews and Stoddard	Bojesen, Arnold	Bojesen.
Ogdensburg Educational Inst.	do	do		
Olean Academy	Bullions	Bullions		
Oneida Seminary	Crosby	Andrews and Stoddard	Smith	Smith.
Oneida Conference Seminary	Hadley	Harkness		
Onondaga Academy	Crosby	Andrews and Stoddard		Smith.
Ontario Female Seminary		do		
Oswego High School	Harkness	Harkness		
Owego Academy	Crosby	Andrews and Stoddard	Anthon	Anthon.
Oxford Academy	Hadley	do	Owen	Johnson.
Packer Collegiate Institute		do		
Palatine Bridge Union F. School		do		
Palmyra Classical Union School		do		
Peekskill Academy	Hadley, Anthon	Andrews and Stoddard	Anthon	Anthon.
Penfield Seminary	Kühner	do		do
Penn Yan Academy	Crosby	do		do
Perry Academy	Hadley	Harkness	Smith	Smith.
Phelps Union and Classical School	do	do		
Phipps Union Seminary		do		
Pike Seminary	Bullions	do		
Plattsburgh Academy	Crosby	Andrews and Stoddard		
Pompey Academy		do		
Port Byron Free School and Acad.	Hadley	do		
Prospect Academy				
Pulaski Academy	Crosby, Hadley	Andrews and Stoddard		Anthon.
Red Creek Union Seminary	do	do		

	Hadley.	do	Harkness.	Eschenberg.	Eschenberg.
Troy Academy	Hadley	do	Harkness	Eschenberg	Eschenberg
Troy Female Seminary	Bullions	do			
Troy High School	do Kühner	do			
Trumansburgh Academy	do	do			Adams.
Unadilla Academy	Crosby	do			Antho.
Union Academy of Belleville	do	do			Bojesen.
Union Hall Academy	Bullions	do			
Union Village Academy	Crosby	do	Harkness		
Utica Academy		do			
Vernon Academy	Bullions	Bullions		Antho	
Wallkill Academy	Hadley	Harkness		Smith	Smith.
Walton Academy	Bullions	Andrews and Stoddard			
Walworth Academy	Crosby	do			Antho.
Warrensburgh Academy	Bullions	do			Smith.
Warsaw Union School					
Warwick Institute					
Washington Academy	Bullions	Bullions			
Waterloo Union School	Hadley	do			
Watertown High School	Bullions	Andrews and Stoddard			
Watkins Academy	do	do			
Waverly Institute	Kühner	do			Baird.
Webster Academy		do			
Westfield Academy	Crosby	do			
West Winfield Academy	Hadley, Bullions.	do			Antho.
Whitestown Seminary	do	Harkness		Fiske	Fiske.
Whitney's Point Union School	Crosby	do			

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT LANGUAGES.			
	Greek Grammar.	Latin Grammar.	Grecian Antiquities.	Roman Antiquities
Wilson Collegiate Institute.....	.....	Andrews and Stoddard.	.....	Anthon.
Windsor Academy.....	Hadley	do	.....
Yates Academy.....	.....	Harkness.....	.....
Yates Polytechnic Institute.....	.....	Andrews and Stoddard.	.....

* Those academies marked with a * made no report of studies in 1867; the text-books named are those reported in 1866.

NAMES OF ACADEMIES.	Mythology.	French.	German.
Academy at Little Falls.....	.....	Pujol and Van Norman.....	Ahn. do
Academy of Dutchess County.....	.....	Fasquelle.....	Woodbury. Soden.
Albany Academy.....	.....	Fasquelle do	Peissner.
*Albany Female Seminary.....	.....	Fasquelle do	Woodbury.
Albion Academy.....	Bulfinch.....	Fasquelle do	Woodbury.
Alfred University Academ. Dep't.....	.....	Pujol and Van Norman.....	Woodbury.
Ames Academy.....	.....	Fasquelle.....	Woodbury.
Andes Collegiate Institute.....	.....	Fasquelle do	Ahn.
Angelica Academy.....	.....	do	do
Antwerp Liberal Literary Institute.....	.....	do	do
Arcade Academy.....	Antho	do	do
Argyle Academy.....	.....	do	do
Attica Union School.....	.....	Pujol and Van Norman.....	Woodbury.
Auburn Academic High School.....	.....	Fasquelle.....	Woodbury.
Augusta Academy.....	.....	Fasquelle.....	Woodbury.
Aurora Academy.....	.....	Fasquelle.....	Woodbury.
Baldwinsville Academy.....	.....	Fasquelle.....	Woodbury.
Batavia Union School.....	Antho	Fasquelle.....	Woodbury.
Binghamton Academy.....	Dwight.....	Gengembre.....	Ahn.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT AND MODERN LANGUAGES.		
	Mythology.	French.	German.
Brookfield Academy.....	.....	Fasquelle.....	Otto, Peterman- Ollendorff.
Brooklyn Collegiate and Poly. Inst.....	Keightley.....	Otto, Ledru.....	
Buffalo Central School.....	.....	Manesca.....	
Buffalo Female Academy.....	Bulfinch.....	Fasquelle.....	
Cambridge Washington Academy.....	.....	do.....	
Canajoharie Academy.....	Anthon.....	Knapp.....	Woodbury. do do
Canandaigua Academy.....	.....	Fasquelle.....	
Canton Academy.....	.....	do.....	
Cary Collegiate Seminary.....	.....	do.....	
Catskill Free Academy.....	.....	Pujol and Van Norman.....	Woodbury. do do
*Cayuga Lake Academy.....	.....	Fasquelle.....	
Chamberlain Institute.....	.....	do.....	
Champlain Academy.....	.....	do.....	
Chester Academy.....	.....	do.....	
Cincinnatus Academy.....	Anthon.....	do.....	Woodbury. do do
Clarence Academy.....	.....	.....
Claverack Acad. and Hud. R. Inst.....	Putz and Arnold.....	Fasquelle.....	
*Clinton Academy.....	.....	.....
Clinton Grammar School.....	.....	Fasquelle.....	Ahn.

Common School Institute	Teacher	Successor	Locality
Corning Free Academy	Allen	do	do
Cortland Academy		do	Peissner.
Cortlandville Academy		do	do
Coxsackie Academy		do	Woodbury.
Dansville Seminary		do	do
Delaware Academy		do	
Delaware Literary Institute		do	
Deposit Academy		do	
De Ruyter Institute		do	Woodbury.
Dundee Academy		do	do
East Bloomfield Academy		do	do
East Genesee Conference Seminary	Dwight	do	do
Ellington Academy		do	
Elmira Free Academy		do	
Erasmus Hall Academy	Eschenberg	Pinney	
Evans Academy		Magill	
Fairfield Academy		DeFivas	Woodbury.
Folley Seminary	Anthon	Fasquelle	do
*Farmers' Hall Academy			
Forestville Free Academy		Fasquelle	
Fort Covington Academy		do	Woodbury.
Fort Edward Collegiate Institute	Anthon	do	do
Fort Plain Sem. and Fem. Col. Inst.		do	do
Franklin Academy, Malone		do	do
Franklin Academy, Prattsburg		do	do
Fredonia Academy	Dwight	do	Otto.
		do	Pujol and Van N.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT AND MODERN LANGUAGES.		
	Mythology.	French.	German.
Friends' Academy.....	Smith.....	Fasquelle.....	Otto.
Friendship Academy.....	do.....	do.....	Woodbury, Adler.
Gepesee Valley Seminary.....	Keightley.....	Knapp.....	Ollendorff.
Genesee Wesleyan Seminary.....	do.....	Fasquelle.....	Woodbury.
Genesee and Wyoming Seminary.....	do.....	do.....	do
Genesee Academy.....	do.....	do.....	do
Geneva Classical and Union School.....	Anthony.....	do.....	Woodbury.
Gilbertsville Academy.....	do.....	do.....	do
Glen's Falls Academy.....	do.....	do.....	do
Gloversville Union Seminary.....	do.....	do.....	do
Gouverneur Wesleyan Seminary.....	do.....	do.....	do
Grammar School of Madison Univer.....	do.....	do.....	do
Greenville Academy.....	do.....	do.....	do
Griffith Institute.....	do.....	do.....	do
Groton Academy.....	do.....	do.....	do
Halfmoon Academy.....	do.....	do.....	do
Hartford Academy.....	do.....	do.....	do
Hartwick Seminary.....	do.....	do.....	do
Holley Academy.....	do.....	do.....	do

*Hoosick Falls Union School	do	Woodbury.
Hudson Academy	Fasquelle.	Woodbury.
Hungerford Collegiate Institute	do	do
Huntington Union School	do	do
Ithaca Academy	do	do
Jamestown Union School & Col. Inst.	do	do
Johnstown Academy	do	do
Jonesville Academy	Pujol	Woodbury.
*Jordan Academy	do	
Keeseville Academy	do	
Kinderhook Academy	do	
Kingston Academy	do	Peissner.
Knoxville Academy	do	
Lansingburgh Academy	Fasquelle	Woodbury.
Lawrenceville Academy	do	
Leavenworth Institute	do	
Le Roy Academic Institute	do	Ollendorff.
Liberty Normal Institute	do	do Ahn.
Lockport Union School	Bolmar's Levizac	Peissner.
Lowville Academy	Robertson	Woodbury.
Lyons Union School	do	do
Macedon Academy	Fasquelle.	
Manlius Academy	do	
Marathon Academy	do	Ahn.
Marion Collegiate Institute		Ollendorff.
*Marshall Seminary of Easton	Fasquelle	
Mechanicville Academy	do	

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT AND MODERN LANGUAGES.		
	Mythology.	French.	German.
Medina Academy .....	.....	Fasquelle.....	Woodbury.
Mexico Academy .....	.....	do	do
Middlebury Academy	Anthon .....	.....	.....
Monroe Academy .....	.....	.....	.....
Montgomery Academy	Andrews .....	.....	.....
Monticello Academy .....	.....	.....	.....
Moravia Institute .....	.....	Fasquelle.....	Woodbury.
Mount Morris Union Free School.....	.....	do	do
Mount Pleasant Academy	Dwight	do Potavin	Ahn, Glaubensklee.
Munro Collegiate Institute .....	.....	do .....	.....
Naples Academy .....	.....	do	Woodbury.
Newark Union Free School	Dwight	do	do
New Berlin Academy .....	.....	do .....	.....
New Paltz Academy .....	.....	Magill .....	.....
New York Central Academy .....	.....	Fasquelle.....	.....
New York Conference Seminary .....	.....	do .....	.....
North Granville Ladies Seminary .....	.....	do	Woodbury.
North Hebron Institute .....	.....	.....	.....

Norwich Academy	.....	Otto	.....	Otto.
Ogdensburgh Educational Institute	.....	Fasquelle	.....
Olean Academy	.....	Manesca	.....	Otto.
Oneida Seminary	.....	Otto	.....	Woodbury.
Oneida Conference Seminary	.....	Fasquelle	.....	do
Onondaga Academy	.....	do	.....	do
Ontario Female Seminary	.....	do	.....	Ahn.
Oswego High School	.....	do	.....	Woodbury.
Owego Academy	.....	do	.....	do
Oxford Academy	.....	do	.....
Packer Collegiate Institute	.....	Pinney and Arnoult	.....
Palatine Bridge Union Free School	.....	.....	.....
Palmyra Classical and Union School	.....	Fasquelle	.....	Woodbury.
Peekskill Academy	.....	do	.....
Penfield Seminary	.....	Pinney and Arnoult	.....	Woodbury.
Penn Yan Academy	.....	Fasquelle	.....	do
Perry Academy	.....	do	.....
Phelps Union and Classical School	.....	do	.....	Woodbury, Adler.
Phipps Union Seminary	.....	do	.....	do
Pike Seminary	.....	do	.....
Plattsburg Academy	.....	do	.....	Woodbury.
Pompey Academy	.....	do	.....
Port Byron Free School and Academy	.....	do	.....
Prospect Academy	.....	do	.....
Pulaski Academy	.....	Fasquelle	.....	Woodbury, Ahn.
Red Creek Union Seminary	.....	do	.....	do

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT AND MODERN LANGUAGES.		
	Mythology.	French.	German.
*Richburgh Academy.....
*Rochester Female Academy.....	Fasquelle, Pinney and Arn't	Peissner, Ahn.
Rochester Free Academy.....	Woodbury.
Rogersville Union Seminary.....	Fasquelle.....	do
Rome Academy.....	do Knapp.....	do
Rural Seminary.....	Knapp.....	.....
Rushford Academy.....	Fasquelle.....	.....
*Sans Souci Seminary.....	do.....	.....
St. Lawrence Academy.....	do.....	.....
Sauquoit Academy.....	do.....	.....
Schenectady Union School.....	do.....	.....
Schoharie Academy.....	do Otto.....	.....
Seneca Falls Academy.....	do Pujol.....	.....
Sodus Academy.....	do.....	Woodbury.
Spencertown Academy.....
B. S. Seward Institute.....	Fasquelle.....	Woodbury.
Starkey Seminary.....	Guyot.....	do.

Troy Academy	Anton	Fasquelle	Peissner, Otto.
Troy Female Seminary		do	
Troy High School		do	
Trumansburgh Academy		Pujol and Van Norman	Woodbury.
Unadilla Academy		Fasquelle	
Union Academy of Belleville	Andrews	do	Woodbury.
Union Hall Academy	Smith	Robertson	Douai, Ahn.
Union Village Academy		Fasquelle	
Utica Academy	Smith	Noel and Chapsal	
Vernon Academy		Fasquelle	Woodbury.
Walkill Academy		do	
Walton Academy	Anton	do	
Walworth Academy		do	
Warrensburgh Academy	Anton	do	
Warsaw Union School	Smith	do	Woodbury.
Warwick Institute			
Washington Academy		Fasquelle	
Waterloo Union School		do	Pujol and Van N.
Watertown High School		do	
Watkins Academy		Magill	Woodbury.
Waverly Institute		Fasquelle	
Webster Academy		do	
Westfield Academy		do	Woodbury.
West Winfield Academy	Anton	do	
Whitestown Seminary	Fiske	do	
Whitney's Point Union School			Woodbury.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	ANCIENT AND MODERN LANGUAGES.		
	Mythology.	French.	German.
Wilson Collegiate Institute	Fasquelle.....	Adler, Ollendorff.
Windsor Academy	do	
Yates Academy	
Yates Polytechnic Institute	Fasquelle.....	Woodbury.

* Those academies marked with a * made no report of studies in 1887; the text-books are those reported in 1876.

Italian taught in—

Fairfield, Hungerford, Oneida Conference, Pulaski—4.

Spanish taught in—

Claverack, Fairfield, Jonesville, Mount Pleasant, Oneida Conference, Peekskill, Rome, Seward, Union Hall—9.

[For text-books used in Italian and Spanish, see end of Schedule No. 11.]

<i>Troy Academy</i>	<i>Hadley</i>	<i>do</i>	<i>Harkness</i>	<i>Eschenberg</i> ---	<i>Eschenberg</i> .
<i>Troy Female Seminary</i>					
<i>Troy High School</i>	Bullions	<i>do</i>			
<i>Trumansburgh Academy</i> ---	<i>do</i> Kühner	<i>do</i>			
<i>Unadilla Academy</i>	<i>do</i>	<i>do</i>			Adams.
<i>Union Academy of Belleville</i> ---	Crosby	<i>do</i>			
<i>Union Hall Academy</i>	<i>do</i>	<i>do</i>			Antho.
<i>Union Village Academy</i> ---	Bullions	<i>do</i>			
<i>Utica Academy</i>	Crosby	<i>do</i>	<i>Harkness</i>		Bojesen.
<i>Vernon Academy</i>		<i>do</i>			
<i>Wallkill Academy</i>	Bullions	Bullions		Antho	
<i>Walton Academy</i>	Hadley	Harkness		Smith	Smith.
<i>Walworth Academy</i>	Bullions	Andrews and Stoddard			
<i>Warrensburgh Academy</i> ---	Crosby	<i>do</i>			Antho.
<i>Warsaw Union School</i>	Bullions	<i>do</i>			Smith.
<i>Warwick Institute</i>		<i>do</i>			
<i>Washington Academy</i> ---	Bullions	Bullions			
<i>Waterloo Union School</i> ---	Hadley	<i>do</i>			
<i>Watertown High School</i> ---	Bullions	Andrews and Stoddard			
<i>Watkins Academy</i>	<i>do</i>	<i>do</i>			
<i>Waverly Institute</i>	Kühner	<i>do</i>			Baird.
<i>Webster Academy</i>		<i>do</i>			
<i>Westfield Academy</i>	Crosby	<i>do</i>			
<i>West Winfield Academy</i> ---	Hadley, Bullions.	<i>do</i>			Antho.
<i>Whitestown Seminary</i>	<i>do</i>	Harkness		Fiske	Fiske.
<i>Whitney's Point Union School</i> ---	Crosby	<i>do</i>			

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	NATURAL SCIENCES.			
	Anatomy, Physiology and Hygiene.	Botany.	Chemistry.	Geology.
Brookfield Academy	.....	Gray	.....	Wells.
Brooklyn Collegiate and Poly. Inst.	.....	Wood	Porter, Bow'n, Cooke	do
Buffalo Central School	Lambert	Gray	Youmans	Tenney.
Buffalo Female Academy	Cutter	Lincoln	Hooker	.....
Cambridge Washington Academy.	do	Wood	Porter	.....
Canajoharie Academy	Cutter	do	Wells	Hitchcock.
Canandaigua Academy	do	.....	Youmans	.....
Canton Academy	.....	Wood	.....	Hooker.
Cary Collegiate Seminary	.....	.....	Youmans	.....
Catskill Free Academy	Jarvis	.....	.....	.....
Cayuga Lake Academy	.....	.....	.....	.....
Champlain Academy	.....	.....	.....	.....
Chamberlain Institute	Cutter	Gray	Wells	.....
Chester Academy	Hitchcock	do	do	Dana.
Cincinnati Academy	Cutter	Wood	Porter	.....
Clarence Academy	.....	.....	do Fownes	.....
Claverack Academy and H. R. Inst.	Lambert	Wood	Youmans	Hitchcock.
Clinton Academy	.....	.....	.....	Dana.
Clinton Grammar School	Lectures	Gray	Wells	.....

Cortland Academy	do	do	Porter	Page.
Cortlandville Academy	Lambert	do	do	Hitchcock.
Coxsackie Academy	Cutter	Gray		
Dansville Seminary	do	Wood	Wells	
Delaware Academy	Lambert	do	do	Wells.
Delaware Literary Institute	Cutter	Gray	Stockhardt	Dana.
Deposit Academy	Hitchcock		Wells	
De Ruyter Institute	Cutter		Porter	Dana.
Dundee Academy				
East Bloomfield Academy	Cutter	Wood		
East Genesee Conference Seminary		do	Porter	Dana.
Ellington Academy				
Elmira Free Academy		Wood	Steele	Dana.
*Erasmus Hall Academy				
Evans Academy	Cutter	Gray		
Fairfield Academy	Lambert	do	Gray	Hitchcock.
Falley Seminary	Jarvis	Wood	Johnston	do
*Farmers' Hall Academy				
Forestville Free Academy	Lambert	Wood	Wells	Wells.
Fort Covington Academy	Cutter	Gray		
Fort Edward Collegiate Institute	do	Wood	Younans	Wells.
Fort Plain Sem. and Fem. Col. Inst.	do	do		
Franklin Academy, Malone	do			
Franklin Academy, Prattsburgh	do	Wood	Wells	
Fredonia Academy	do	do	do	

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	NATURAL SCIENCES.			
	Anatomy, Physiology and Hygiene.	Botany.	Chemistry.	Geology.
Friends' Academy	Cutter	Gray	Youmans	Dana.
Friendship Academy	do .....	.....	Wells	Hitchcock.
Genesee Valley Seminary	do	Wood	do	Comstock.
Genesee Wesleyan Seminary	do	do	do	Dana.
Genesee and Wyoming Seminary	Jarvis .....	.....	.....	.....
Genesee Academy	Hitchcock	Gray	Wells	Wells.
Geneva Classical and Union School	Cutter	do	do .....	.....
Gilbertsville Academy & Col. Inst. .....	.....	.....	do .....	.....
Glen's Falls Academy .....	.....	Wood	Youmans .....	.....
Gloversville Union Seminary	Cutter	do .....	.....	.....
Gouverneur Wesleyan Seminary	do	Gray	Wells	Hitchcock.
Grammar School of Madison Univ. .....	.....	.....	.....	.....
Greenville Academy .....	.....	.....	Silliman .....	.....
Griffith Institute	Cutter	Gray	Youmans	Dana.
Groton Academy	do .....	.....	Wells .....	.....
Halfmoon Academy	do	Gray .....	.....	.....
Hartford Academy	Hitchcock .....	.....	Porter	Hitchcock.
Hartwick Seminary .....	.....	.....	Wells .....	.....
Holley Academy .....	.....	.....	.....	.....

*Hoosick Falls Union School						
Hudson Academy	Cutter	Wood	Silliman	Dana.		
Hungerford Collegiate Institute	Lambert	Gray	Youmans	Hitchcock.		
Huntington Union School	Cutter	Wood	Wells	Dana.		
Ithaca Academy			do			
Jamestown Union Sch'l & Col. Inst.			Youmans	Tenney.		
Johnstown Academy	Cutter, Lambert	Wood	do			
Jonesville Academy	do					
*Jordan Academy						
Keeeseville Academy	Jarvis	Gray		Hitchcock.		
Kinderhook Academy			Youmans			
Kingston Academy	Hooker		do			
Knoxville Academy						
Lausangburgh Academy	Jarvis	Wood	Wells	Wells.		
Lawrenceville Academy	Cutter	do	do			
Leavenworth Institute	do	Gray	Youmans	Wells.		
Le Roy Academic Institute	Hitchcock	do	do			
Liberty Normal Institute	Cutter	Wood	Wells	Hitchcock.		
Lockport Union School	do	Gray	do	do		
Lowville Academy	do	do				
Lyons Union School		do				
Macedon Academy	Cutter	do	Youmans			
Manlius Academy	do		Fownes			
Marathon Academy	do					
Marion Collegiate Institute	do		Wells	Wells.		
Marshall Seminary of Easton	Lambert	Wood		Tenney.		
Mechanicville Academy		Wood	Wells			

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	NATURAL SCIENCES.			
	Anatomy, Physiology and Hygiene.	Botany.	Chemistry.	Geology.
Medina Academy	Lambert	Wood	Youmans	Dana.
Mexico Academy	Hitchcock	Gray	do	Hitchcock.
Middlebury Academy .....	.....	do	do	
Monroe Academy .....	.....	.....	.....
Montgomery Academy	Cutter .....	.....	Wells	
Monticello Academy	do	Gray	Hitchcock	Miller.
Moravia Institute	do	Wood .....	.....
Mount Morris Union Free School .....	.....	do .....	.....
*Mount Pleasant Academy	Lectures .....	.....	Lectures	Lectures.
Munro Collegiate Institute	Hitchcock	Gray	Youmans	Wells.
Naples Academy	Cutter .....	.....	Wells	Dana.
Newark Union Free School .....	.....	Gray	do	Lee.
New Berlin Academy	Cutter .....	.....	.....	Wells.
New Paltz Academy	do	Wood	Wells	
New York Central Academy	do .....	.....	.....
New York Conference Seminary	Hooker	Wood	Wells	Dana.
North Granville Ladies' Seminary	Cutter	do	Youmans	do
*North Habron Institute .....	.....	.....	.....

Norwich Academy.....	Cutter	Gray	Wells
Ogdensburgh Educational Inst.	Cutter	Gray	Wells
Olean Academy	do	Wood	do
Oneida Seminary	Hitchcock	Gray	Gray
Oneida Conference Seminary	Cutter	Wood	do
Onondaga Academy	Lambert	Gray	Wells
Ontario Female Seminary	Lectures	do	Porter
Oswego High School	Cutter	do	Stockhardt, Wells
Owego Academy	Hooker	Wood	Wells
Oxford Academy	Hooker	do	Draper
Packer Collegiate Institute	Cutter	do	Wells
Palatine Bridge Union Free School	do	do	do
Palmyra Classical & Union School	Cutter	do	do
Peekskill Academy	do	do	Hitchcock
Penfield Seminary	Cutter	Wood	do
Penn Yan Academy	do	Gray	do
Perry Academy	Cutter	do	do
Phelps Union and Classical School	do	Lincoln	do
Phipps Union Seminary	Cutter	Gray	Hitchcock
Pike Seminary	Lambert	do	Wells
Plattsburgh Academy	Cutter	Gray	Younans
Pompey Academy	do	do	Wells
Port Byron Free School & Acad'y	Cutter	Gray	Younans
Prospect Academy	do	Gray	Porter
Pulaski Academy	do	Gray	Younans
Red Creek Union Seminary	do	Gray	Hitchcock
			Dana

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	NATURAL SCIENCES.			
	Anatomy, Physiology and Hygiene.	Botany.	Chemistry.	Geology.
*Richburgh Academy.....	Comings.....	Gray.....	.....	Dana.
*Rochester Female Academy.....	Cuttler.....	do.....	Silliman.....	Hitchcock.
Rochester Free Academy.....	do.....	Wood.....	Porter.....	do
Rogersville Union Seminary.....	do.....	Gray.....	Wells.....	Dana.
Rome Academy.....	do.....	do.....	do.....	.....
Rural Seminary.....	.....	do.....	Youmans.....	Wells.
Rushford Academy.....	Hitchcock.....	Wood.....	.....	Hitchcock.
*Sans Souci Seminary.....	Cuttler.....	do.....	Porter.....	Dana.
St. Lawrence Academy.....	do.....	Gray.....	Youmans.....	.....
Sauquoit Academy.....	.....	do.....	.....	.....
Schenectady Union School.....	Hooker.....	do.....	.....	.....
Schoharie Academy.....	.....	.....	Youmans.....	.....
Seneca Falls Academy.....	.....	Wood.....	.....	.....
Sodus Academy.....	Cuttler.....	Gray.....	.....	.....
Spencertown Academy.....	do.....	Wood.....	.....	.....
S. S. Seward Institute.....	.....	.....	.....	.....
Starkey Seminary.....	Hitchcock.....	Wood.....	Wells.....	Hitchcock.
Syracuse High School.....	.....	do.....	Porter.....	.....

Troy High School	do	Wood	Wells, Common
Trumansburgh Academy	do	do	Porter
Unadilla Academy	Hitchcock	do	do
Union Academy of Belleville	Cutter	Wood	Draper
Union Hall Academy	Draper, Hooker	Gray	Youmans
Union Village Academy	Lambert	Wood	Wells
Utica Academy	Hooker	do	do
Vernon Academy	do	Gray	do
Wallkill Academy	Cutter	Wood	Draper
Walton Academy	do	do	do
Walworth Academy	Cutter	do	do
Warrensburgh Academy	do	Wood	do
Warsaw Union School	Lambert	do	Porter
Warwick Institute	Hitchcock, Hooker	Gray	do
Washington Academy	Lambert	Wood	Porter
Waterloo Union School	do	do	do
Watertown High School	do	do	do
Watkins Academy	do	do	Hitchcock.
Waverly Institute	do	Gray	Wells
Webster Academy	do	do	Wells
Westfield Academy	Cutter	do	Youmans
West Winfield Academy	do	Wood	Wells
Whitestown Seminary	do	Gray	Silliman
Whitney's Point Union School	do	do	Dana.
Wilson Collegiate Institute	do	do	Youmans

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	NATURAL SCIENCES.			
	Anatomy, Physiology and Hygiene.	Botany.	Chemistry.	Geology.
Windsor Academy.....
Yates Polytechnic Institute.....
Yates Academy	Wells.....	.....

* Those academies marked with a * made no report of studies in 1887; the text-books named are those reported in 1886.

Meteorology, taught in—Academy at Little Falls, Binghamton, Canandaigua, Delaware, Fredonia, Genesee Valley, Geneseo, Groton, Leavenworth, Olean, Oneida Conference, Ontario, Owego, Pompey, Rushford—15.

Mineralogy, taught in—Alfred, Batavia, Canandaigua, Cary, Delaware, Fort Edward, Friends', Gouverneur, Hungerford, Mexico, Owego, Rogersville—12.

Natural History, taught in—Alfred, Batavia, Chester, Claverack, Cortland, Fort Edward, Geneva, Griffith, Kingston, Lansingburgh, Le Roy, Liberty, Marshall, Monticello, Mount Pleasant, Munro, North Granville, Ontario, Oswego, Packer, Sauquoit, Syracuse, Union Hall, Utica—24.

Zoology, taught in—Alfred, Batavia, Brooklyn, Buffalo Central, Claverack, Fort Edward, Hungerford, Jamestown, Lansingburgh, Leavenworth, Le Roy, Liberty, Mechanicville, Oswego, Penfield, Rogersville, Syracuse, Troy Female, Union Hall—19.

[For the text-books used in connection with the above subjects, see end of schedule No. 11.]

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Criticism (Elements).	Christianity (Evidences).	History (General).	History of the United States.
Academy at Little Falls	Willson.
Academy of Dutchess County
Albany Academy	Sewell	Lossing.
*Albany Female Seminary	Robbins	do
Albion Academy	Quackenbos.
Alfred University, Academical Department	Lectures	Bushnell	Weber	Willson.
Ames Academy
Andes Collegiate Institute	Willson	Goodrich.
Angelica Academy	Willson.
Antwerp Liberal Literary Institute	Quackenbos.
Arcade Academy	Willson	Willson.
Argyle Academy	Willard	Goodrich.
Attica Union School	Willson.
Auburn Academic High School	Willson	Lossing.
Augusta Academy	Willson.
Aurora Academy
Baldwinsville Academy	Willson	Willson.
Batavia Union School	Quackenbos	Quackenbos.
Binghamton Academy	Willson	Lossing.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Criticism (Elements).	Christianity (Evildences).	History (General).	History of the United States.
Brookfield Academy			Robbins	Willson.
Brooklyn Collegiate and Polytechnic Inst.	Spaulding		Worcester	Goodrich.
Buffalo Central School			Oral	do
Buffalo Female Academy			Robbins	Lossing.
Cambridge Washington Academy			do	Quackenbos.
Canajoharie Academy				Willson.
Canandaigua Academy			Willson	do
Canton Academy			Worcester	Willard.
Cary Collegiate Seminary			Markham	Quackenbos.
*Cayuga Lake Academy			Willson	do
Chamberlain Institute				Willson.
Champlain Academy				
Chester Academy			Dickens	Lossing.
Cincinnati Academy				Willson.
Clarence Academy				Berard.
Claverack Academy and Hudson River Inst.	Kames	Paley	Whelpley	do
Clinton Academy			Goodrich	
Clinton Grammar School	Kames	Alexander	Weber	Willson.
Clinton Liberal Institute	do			Quackenbos.

Corning Free Academy	Kames	Hopkins	Robbins	do Lossing.
Cortland Academy			do	
Cortlandville Academy				Willson.
Coxsackie Academy	Kames			Harper.
Dansville Seminary			Weber	Lossing.
Delaware Academy			Smith, Liddell	Quackenbos.
Delaware Literary Institute		Paley		
Deposit Academy				Willson.
De Kuyter Institute			Willson	Goodrich.
Dundee Academy				
East Bloomfield Academy				
East Genesee Conference Seminary				Quackenbos.
Ellington Academy				do Anderson.
Elnira Free Academy				
*Erasmus Hall Academy				
Evans Academy			Worcester	
Fairfield Academy	Kames	Paley	Dew	Willson.
Falley Seminary	do	Hopkins	Willson	Lossing.
*Farmers' Hall Academy			do	
Forestville Free Academy				Willard.
Fort Covington Academy			Willard	do
Fort Edward Collegiate Institute	Kames	Paley		Quackenbos.
Fort Plain Seminary and Female Col. Inst.	do			
Franklin Academy, Malone				Willson.
Franklin Academy, Prattsburg	Kames		Willson	Worcester.
Fredonia Academy			Worcester	Berard.
Friends' Academy		Paley	Bloss	

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Criticism (Elements).	Christianity (Evidences).	History (General).	History of the United States.
Friendship Academy	Kames	Alexander ..	Willson	Willson.
Genesee Valley Seminary	Kames	Paley	Robbins	do
Genesee Wesleyan Seminary	Kames	Lectures	Willson	Willson.
Genesee and Wyoming Seminary	do .....	.....	Willson	Berard.
Genesee Academy	do .....	.....	Willson	Quackenbos.
Geneva Classical and Union School .....	.....	.....	Goodrich .....	.....
Gilbertsville Academy	Kames .....	.....	Willson	Lossing.
Glen's Falls Academy	do	Hopkins	Willson	Willson.
Gloversville Union Seminary .....	.....	.....	Willson	do
Gouverneur Wesleyan Seminary .....	.....	.....	Willson	Quackenbos.
Grammar School of Madison University .....	.....	.....	do	Willson.
Greenville Academy	Kames	Paley	Willson	Lossing.
Griffith Institute .....	.....	.....	Harper	Goodrich.
Groton Academy	Oral .....	.....	Reed	Willson.
Halfmoon Academy .....	.....	.....	.....	.....
Hartford Academy .....	.....	.....	.....	.....
Hartwick Seminary .....	.....	.....	.....	.....
Holley Academy .....	.....	.....	.....	.....

Academy	Subjects	Teachers	Principal	Text Books
Hungerford Collegiate Institute	do	Paley	Willard	do Willard.
Huntington Union School			Weber	Lossing.
Ithaca Academy			Motley	Quackenbos.
Jamestown Union School and Coll. Inst.			Willard	Goodrich.
Johnstown Academy				Quackenbos.
*Jordan Academy				Goodrich.
Keeseville Academy				Quackenbos.
Kinderhook Academy				Berard.
Kingston Academy	Kames		Willson	Goodrich.
Knoxville Academy				Quackenbos.
Lausburgh Academy		Hopkins		Goodrich.
Lawrenceville Academy				
Leavenworth Institute				
Le Roy Academic Institute	Kames			Lossing.
Liberty Normal Institute			Willson	Willard.
Lockport Union School			do	Goodrich.
Lowville Academy	Kames	Alexander	do	Willson.
Lyons Union School				Quackenbos.
Macedon Academy			Willson	
Manlius Academy				Quackenbos.
Marion Collegiate Institute		Butler	Worcester	Worcester.
Marshall Seminary of Easton				
Mechanicville Academy	Kames		Willard	
Medina Academy			Willson	Willson.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Criticism (Elements).	Christianity (Evidences).	History (General).	History of the United States.
Mexico Academy.....	Kames	Hopkins	Willson	Willson.
Middlebury Academy.....	do	Paley	.....	Lossing.
Monroe Academy.....	.....	.....	.....	.....
Montgomery Academy.....	.....	.....	Willson	Willson.
Monticello Academy.....	.....	.....	.....	.....
Moravia Institute.....	.....	.....	.....	.....
Mount Morris Union School.....	Kames	.....	.....	Goodrich.
*Mount Pleasant Academy.....	do	.....	Worcester, Berard	Quackenbos.
Munro Collegiate Institute.....	.....	.....	.....	do
Naples Academy.....	Kames	Paley	Willson	do
Newark Union Free School.....	.....	.....	.....	do
New Berlin Academy.....	.....	.....	.....	Willson.
New Paltz Academy.....	.....	.....	Willson	.....
New York Central Academy.....	.....	.....	.....	.....
New York Conference Seminary.....	Kames	.....	Robbins	Quackenbos.
North Granville Ladies' Seminary.....	do	Alexander	.....	Goodrich.
*North Hebron Institute.....	.....	.....	.....	.....
Norwich Academy.....	Kames	.....	Willson, Goodrich	Willson.

Olean Academy					Lossing. do
Oneida Seminary				Willson	Willson, Goodrich. do
Oneida Conference Seminary	Kames	Paley			Lossing. Willson. Lossing. do
Onondaga Academy	Kames, Blair.	Butler, Paley		Tytler Willson	Worcester. Lossing. Quackenbos. do
Ontario Female Seminary				Willard	Lossing.
Oswego High School	Kames			Taylor	Willson.
Owego Academy	do	Paley		Worcester	Willson.
Oxford Academy	do	Hopkins		Robbins	Goodrich. Willson. Quackenbos. do
Packer Collegiate Institute				Willson	Lossing.
Palatine Bridge Union Free School				Willard	Willson.
Palmyra Classical and Union School				Willard	Lossing. Goodrich. Willson. Quackenbos. Willson. do
Peekskill Academy				Markham	Monteith.
Penfield Seminary					
Penn Yan Academy					
Perry Academy					
Phelps Union and Classical School					
Phlipps Union Seminary	Kames				
Pike Seminary					
Plattsburg Academy					
Pompey Academy					
Port Byron Free School and Academy	Kames				
Prospect Academy					
Pulaski Academy					
Red Creek Union Seminary.					
*Richburgh Academy					

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Criticism (Elements).	Christianity (Evidences).	History (General).	History of the United States.
*Rochester Female Academy.....	Alexander ..	Willson ..	Lossing.
Rochester Free Academy	Butler ..	do ..	Willson.
Rogersville Union Seminary.....	Kames ..	Paley ..	do ..	Quackenbos.
Rome Academy.....	do ..	.....	.....	Lossing.
Rural Seminary	Willson ..	Willson.
Rushford Academy
*Sans Souci Seminary	Kames ..	Alexander ..	Robbins ..	Quackenbos.
St. Lawrence Academy	do
Sauquoit Academy	Willson.
Schenectady Union School	Willard ..	Lossing.
Schoharie Academy	Willson.
Seneca Falls Academy	Robbins ..	Goodrich.
Sodus Academy	Willson.
Spencertown Academy.....	Anderson.
S. S. Seward Institute.....	Robbins ..	.....
Starkey Seminary.....	Willson ..	Willson.
Syracuse High School	do ..	do

Troy High School				Quackenbos. Willson.
Trumansburgh Academy				
Unadilla Academy	Kames		Willson	
Union Academy of Belleville			Robbins	Goodrich, Lossing.
Union Hall Academy		Paley		do
Union Village Academy	Kames	Hopkins	Willson	
Utica Academy			do Worcester	
Vernon Academy				Guernsey.
Wallkill Academy				Quackenbos.
Walton Academy				
Walworth Academy				Quackenbos.
Warrensburgh Academy				do
Warsaw Union School				Berard.
Warwick Institute			Willson	Goodrich.
Washington Academy	Kames			
Waterloo Union School				
Watertown High School	Kames			Quackenbos.
Watkins Academy				Willson.
Waverly Institute			Willson	Quackenbos.
Webster Academy			Goodrich	Berard.
Westfield Academy				Willson.
West Winfield Academy				do
Whitestown Seminary		Paley	Willson	Lossing.
Whitney's Point Union School				

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Criticism (Elements).	Christianity (Ev- idences).	History (General).	History of the United States.
Wilson Collegiate Institute.....	-----	-----	-----	
Windsor Academy.....	-----	-----	-----	
Yates Academy.....	-----	-----	Worcester	
Yates Polytechnic Institute.....	-----	-----	Willard	Goodrich.

• Those academies marked with a * made no report of studies in 1887; the text-books are those reported in 1886.

History of Literature, taught in—Arcade, Binghamton, Chamberlain, Claverack, Clinton Grammar, Clinton Liberal, Cortland, Dansville, East Genesee, Fort Edward, Franklin, Malone, Fredonia, Friends, Genesee Wesleyan, Geneva, Gloversville, Huntington, Kingston, Lausburgh, Madison, Mexico, Naples, New York Conference, North Granville, Oneida Conference, Owego, Packer, Peckskill, Phipps, Plattsburgh, Rome, Schenectady, Schoharie, Seward, Troy Female, Utica, Watertown—38.

[For text-books used, see end of Schedule No. 11.]

... continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Natural Theology.	Philosophy (Intellectual).	Philosophy (Moral).	Political Economy.
Academy at Little Falls
Academy of Dutchess County
Albany Academy	Abercrombie .....	.....	.....
*Albany Female Seminary
Albion Academy
Alfred University, Academical Departm't	Haven	Hickok .....	.....
Andes Collegiate Institute	Upham	Wayland .....	.....
Angelica Academy
Antwerp Liberal Literary Institute
Arcade Academy
Argyle Academy
Auburn Academic High School
Augusta Academy
Aurora Academy
Baldwinsville Academy
Batavia Union School	Hamilton	Wayland .....	.....
Binghamton Academy
Brookfield Academy	Wayland .....	.....
Brooklyn Coll. and Polytech. Institute	Hamilton	Wayland .....	.....

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCES.			
	Natural Theology.	Philosophy (Intellectual).	Philosophy (Moral).	Political Economy.
Buffalo Central School		Champlin	Alexander	Young.
Buffalo Female Academy	Paley	Abercrombie	Abercrombie	
Cambridge Washington Academy				
Canajoharie Academy				
Canandaigua Academy				
Canton Academy				
Cary Collegiate Seminary				
*Cayuga Lake Academy		Wayland	Alden	
Chamberlain Institute				
Champlain Academy				
Chester Academy				Wayland.
Cincinnati Academy		Haven	Wayland	
Clarence Academy		Haven	Wayland	
Claverack Academy & Hudson River Inst.	Paley			
Clinton Academy				Smith.
Clinton Grammar School	Paley	Haven	Wayland	
Clinton Liberal Institute	do	Hickok	Hickok	
Corning Free Academy	Paley	Upham	Hopkins	
Cortland Academy				

Danville Seminary.....	Paley.....	Haven.....	Wayland.....	Wayland. Bowen.
Delaware Academy.....	.....	Wayland.....	do.....	.....
Delaware Literary Institute.....	Paley.....	do.....	do.....	.....
De Ruyter Institute.....	.....	.....	.....	.....
Dundee Academy.....	.....	.....	.....	.....
East Bloomfield Academy.....	.....	.....	.....	.....
East Genesee Conference Seminary.....	Paley.....	Wayland.....	Wayland.....	Wayland.
Elmira Free Academy.....	.....	do.....	.....	.....
*Erasmus Hall Academy.....	.....	.....	.....	.....
Evans Academy.....	.....	.....	.....	.....
Fairfield Academy.....	.....	Hickok.....	Hickok.....	Wayland. do
Falley Seminary.....	Paley.....	Haven.....	Haven.....	.....
*Farmers' Hall Academy.....	.....	.....	.....	.....
Fort Covington Academy.....	.....	.....	Haven.....	Lectures.
Fort Edward Collegiate Institute.....	Lectures.....	Haven.....	Wayland.....	.....
Fort Plain Seminary & Fem. Coll. Inst.....	.....	.....	.....	.....
Franklin Academy, Malone.....	.....	Mahan.....	Hopkins.....	.....
Franklin Academy, Prattsburg.....	.....	.....	.....	.....
Fredonia Academy.....	.....	Wayland.....	.....	.....
Friends' Academy.....	Paley.....	Haven.....	Dymond.....	.....
Friendship Academy.....	.....	Hickok.....	Hickok.....	.....
Genesee Valley Seminary.....	.....	Abercrombie.....	.....	.....
Genesee Wesleyan Seminary.....	Paley.....	Haven.....	Wayland.....	Wayland.
Genesee and Wyoming Seminary.....	.....	.....	.....	.....
Genesee Academy.....	.....	Abercrombie.....	Alexander.....	.....

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Natural Theology.	Philosophy (Intellectual).	Philosophy (Moral).	Political Economy.
Geneva Classical and Union School.....	Abercrombie.....	.....	.....
Gilbertsville Academy.....
Glen's Falls Academy.....	Wayland.....	.....
Gloversville Union Seminary.....	Paley.....	Wayland.....	do.....	.....
Gouverneur Wesleyan Seminary.....	do.....	do.....	do.....	Wayland.
Grammar School of Madison University.....
Greenville Academy.....	Quackenbos.....	.....	.....
Griffith Institute.....	Haven.....	Wayland.....	Wayland.
Groton Academy.....
Halfmoon Academy.....	Wayland.....	Wayland.....	.....
Hartford Academy.....
Hartwick Seminary.....	Hamilton.....	.....	.....
Holley Academy.....
*Hoosick Falls Union School.....
Hudson Academy.....
Hungerford Collegiate Institute.....	Paley.....	Hickok.....	Hickok.....	Say.
Huntington Union School.....
Ithaca Academy.....	Upham.....	.....	.....
Jamestown Union School & Coll. Inst.

Keosauqua Academy				
*Jordan Academy				
Keosauville Academy				
Kinderhook Academy				
Kingston Academy		Alden		
Knoxville Academy				
Lansingburgh Academy		Wayland		Wayland.
Lawrenceville Academy				
Leavenworth Institute				
Le Roy Academic Institute				
Liberty Normal Institute				
Lockport Union School		Haven		Young.
Lowville Academy		Wayland		Wayland.
Lyons Union School				
Macedon Academy				
Manlius Academy				
Marion Collegiate Institute		Hamilton		Alexander
Marshall Seminary of Easton				
Mechanicville Academy		Upham		Wayland
Medina Academy		Hamilton		do
Mexico Academy		Upham		do
Middlebury Academy		do		Wayland.
Mourue Academy				
Montgomery Academy				
Monticello Academy		Upham		Abercrombie
Moravia Institute				

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Natural Theology.	Philosophy (Intellectual.)	Philosophy (Moral.)	Political Economy.
Mount Morris Union School
*Mount Pleasant Academy
Munro Collegiate Institute	Champlin	Hopkins .....	.....
Naples Academy	Paley	Wayland	Wayland .....	.....
Newark Union Free School
New Berlin Academy
New Paltz Academy
New York Central Academy
New York Conference Seminary	Haven	Wayland .....	.....
North Granville Ladies' Seminary	do	Alexander, Haven .....	.....
*North Hebron Institute
Norwich Academy
Ogdensburgh Educational Institute
Olean Academy
Oneida Seminary
Oneida Conference Seminary	Paley	Haven	Wayland	Wayland.
Onondaga Academy
Ontario Female Seminary	Paley	Haven	Alexander .....	.....
Oswego High School	do .....	.....

Packer Collegiate Institute.....	Paley.....	do.....	Wayland.....
Palatine Bridge Union Free School.....			
Palmyra Classical and Union School.....			
Peekskill Academy.....	Paley.....		Wayland.....
Penfield Seminary.....			
Penn Yan Academy.....	Paley.....	Haven.....	Wayland.....
Perry Academy.....			
Phelps Union and Classical School.....			
Phipps Union Seminary.....	Butler.....	Wayland.....	Wayland.....
Pike Seminary.....		Upham.....	
Plattsburg Academy.....		do.....	
Pompey Academy.....			
Port Byron Free School and Academy.....			
Prospect Academy.....			
Pulaski Academy.....			
Red Creek Union Seminary.....			
*Richburgh Academy.....	Lectures.....		
*Rochester Female Academy.....		Abercrombie.....	Wayland.....
Rochester Free Academy.....	Butler.....	Thomson.....	Butler.....
Rogersville Union Seminary.....	Paley.....	Hickok.....	Hickok.....
Rome Academy.....		Haven.....	Wayland.....
Rural Seminary.....			
Rushford Academy.....			
St. Lawrence Academy.....		Upham.....	
*Saus Souci Seminary.....		do.....	Wayland.....

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Natural Theology.	Philosophy (Intellectual).	Philosophy (Moral).	Political Economy.
Schenectady Union School.....	Paley.....	.....	.....	.....
Schoharie Academy.....
Seneca Falls Academy.....	Hickok.....	.....	.....
Sodus Academy.....
Spencertown Academy.....
S. S. Seward Institute.....
Starkey Seminary.....	Combe.....	Wayland.....	.....
Syracuse High School.....	Upham.....	.....	.....
Troy Academy.....	Alden.....	Alden.....	.....
Troy Female Seminary.....	Stewart.....	Hamilton.....	.....	.....
Troy High School.....	Haven.....	.....	.....
Trumansburgh Academy.....
Unadilla Academy.....
Union Academy of Belleville.....	Hickok.....	Wayland.....	.....
Union Hall Academy.....	Upham.....	do.....	.....
Union Village Academy.....	Abercrombie.....	do.....	.....
Utica Academy.....	Haven.....	Haven.....	Wayland.
Vernon Academy.....
Wallkill Academy.....

Walton Academy.....	.....	.....	.....
Walworth Academy.....	.....	.....	.....
Warrensburgh Academy.....	.....	.....	.....
Warsaw Union School.....	.....	.....	.....
Warwick Institute.....	.....	.....	.....
Washington Academy.....	.....	.....	.....
Waterloo Union School.....	.....	.....	.....
Watertown High School.....	.....	.....	.....
Watkins Academy.....	.....	.....	.....
Waverly Institute.....	.....	.....	.....
Webster Academy.....	.....	.....	.....
Westfield Academy.....	.....	.....	.....
West Winfield Academy.....	.....	.....	.....
Whitestown Seminary.....	.....	.....	.....
Wilson Collegiate Institute.....	.....	.....	.....
Windsor Academy.....	.....	.....	.....
Yates Academy.....	.....	.....	.....
Yates Polytechnic Institute.....	.....	.....	.....

* Those academies marked with * made no report of studies in 1887; the text-books are those reported in 1886.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional.)	Logic.	Rhetoric.	Teaching, Principles of.
Academy at Little Falls.....	Young .....	.....	Quackenbos .....	.....
Academy of Dutchess County .....	.....	.....	Quackenbos .....	.....
Albany Academy .....	.....	.....	Boyd .....	.....
*Albany Female Seminary .....	.....	.....	Quackenbos	Page.
Albion Academy .....	.....	.....	Day	Lectures.
Alfred University, Acad. Dep't.....	Woodbury	Tappan	Quackenbos	Page.
Andes Collegiate Institute	Young .....	.....	do .....	.....
Angelica Academy .....	.....	.....	do .....	.....
Antwerp Liberal Literary Institute .....	.....	.....	do	Page.
Arcade Academy	Young	Coppee	do .....	.....
Argyle Academy .....	.....	.....	do .....	.....
Attica Union School	Young .....	.....	do .....	.....
Auburn Academic High School .....	.....	.....	do .....	.....
Augusta Academy .....	.....	.....	.....	.....
Aurora Academy .....	.....	.....	.....	.....
Baldwinsville Academy .....	.....	.....	Quackenbos .....	.....
Batavia Union School	Young .....	.....	do	Page, Northend.
Binghamton Academy	do .....	.....	Day .....	.....
Brookfield Academy .....	.....	.....	Newman	Page.

Division Con. and Polytechnic Institute	Young		Quackenbos	Holbrook.
Buffalo Central School	do		do	
Buffalo Female Academy		Hodge	do	
Cambridge Washington Academy			do	
Canajoharie Academy			do	
Canandaigua Academy	Young		do	Page.
Canton Academy			do	do
Cary Collegiate Seminary			do	
*Cayuga Lake Academy			do	
Chamberlain Institute	Young		do	Wickersham.
Champlain Academy				Page.
Chester Academy	Sheppard		Quackenbos	do
Cincinnati Academy			do	do
Clarence Academy				
Claverack Academy and Hudson River Inst.	Young	Coppee	Quackenbos	Page.
Clinton Academy			do	
Clinton Grammar School			do	
Clinton Liberal Institute			do	
Corning Free Academy			do	
Cortland Academy	Story		Coppee	Page.
Cortlandville Academy			Quackenbos	
Coxsackio Academy				
Dansville Seminary			Quackenbos	
Delaware Academy	Young	Coppee	Coppee	Lectures.
Delaware Literary Institute	do		do	Page.
Deposit Academy			Quackenbos	
De Ruyter Institute				

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional).	Logic.	Rhetoric.	Teaching, Principles of.
Dundee Academy .....	.....	.....	Quackenbos	Page.
East Bloomfield Academy .....	.....	.....	Boyd .....	.....
East Genesee Conference Seminary .....	.....	Whately .....	.....	Page.
Elmira Free Academy .....	.....	True	Quackenbos .....	.....
*Erasmus Hall Academy .....	.....	.....	do .....	.....
Evans Academy	Lectures .....	.....	.....	Lectures.
Fairfield Academy	Young	Whately	Blair	Page.
Falley Seminary .....	.....	True	Quackenbos .....	.....
*Farmers' Hall Academy .....	.....	.....	.....	.....
Fort Covington Academy	Young .....	.....	Quackenbos	Page.
Fort Edward Collegiate Institute	Lectures	True	do	Lectures.
Fort Plain Seminary & Fem. Coll. Inst. .....	.....	.....	.....	.....
Franklin Academy, Malone .....	.....	Thomson	Quackenbos .....	.....
Franklin Academy, Prattsburgh .....	.....	.....	do .....	.....
Fredonia Academy	Young	Coppee	do	Page, Holbrook.
Friends' Academy .....	.....	.....	.....	.....
Friendship Academy .....	.....	.....	Quackenbos .....	.....
Genesee Valley Seminary	Shoppard .....	.....	do	Page, Holbrook.
Genesee Wesleyan Seminary .....	.....	Whately	do	do

Genesee and Wyoming Seminary.....	Young	.....	do	.....	Page.
Genesee Academy.....	do	.....	Coppee	.....	do
Geneva Classical and Union School.....	do	.....	Quackenbos	.....	do
Gilbertville Acad. and Coll. Institute	do	.....	do	.....	do
Glen's Falls Academy.....	.....	.....	do	.....	do
Gloversville Union Seminary.....	.....	.....	do	.....	do
Gouverneur Wesleyan Seminary.....	Young	.....	Newman	.....	do
Grammar School of Madison University.	.....	.....	.....	.....	.....
Greenville Academy	Young	.....	Quackenbos	.....	Wickersham.
Griffith Institute	.....	.....	.....	.....	do
Groten Academy	.....	.....	Quackenbos	.....	Barnard, Page.
Halfmoon Academy	.....	.....	do	.....	Lectures.
Hartford Academy.....	.....	.....	do	.....	.....
Hartwick Seminary.....	.....	.....	.....	.....	.....
Holley Academy	.....	.....	.....	.....	.....
*Hoosick Falls Union School	.....	.....	Quackenbos	.....	.....
Hudson Academy	Young	.....	.....	.....	Page.
Hungerford Collegiate Institute	do	.....	Whately	.....	do
Huntington Union School	.....	.....	.....	.....	.....
Ithaca Academy	.....	.....	Quackenbos	.....	.....
Jamestown Union School and Coll. Inst.	.....	.....	do	.....	.....
Johnstown Academy	.....	.....	do	.....	.....
Jonesville Academy	.....	.....	do	.....	.....
*Jordan Academy	.....	.....	Coppee	.....	Page.
Keeseville Academy	.....	.....	.....	.....	.....
Kinderhook Academy	.....	.....	.....	.....	.....
Kingston Academy	.....	.....	Quackenbos	.....	.....

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional).	Logic.	Rhetoric.	Teaching, Principles of.
Knoxville Academy.....	Young.....	.....	Quackenbos.....	Page.
Lausburgh Academy.....	.....	.....	do.....	do
Lawrenceville Academy.....	Young.....	.....	do.....	.....
Leavenworth Institute.....	.....	.....	do.....	.....
Le Roy Academic Institute.....	.....	.....	Blair.....	.....
Liberty Normal Institute.....	.....	.....	.....	.....
Lockport Union School.....	.....	Coppee.....	Coppee.....	Page.
Lowville Academy.....	Young.....	.....	Quackenbos.....	Lectures.
Lyons Union School.....	do.....	.....	.....	Page.
Macedon Academy.....	do.....	.....	Quackenbos.....	.....
Manlius Academy.....	.....	.....	.....	.....
Marathon Academy.....	.....	.....	Quackenbos.....	.....
Marion Collegiate Institute.....	.....	Thomson.....	do.....	Page.
Marshall Seminary of Easton.....	Young.....	.....	.....	.....
Mechanicville Academy.....	.....	.....	Quackenbos.....	.....
Medina Academy.....	.....	.....	do.....	.....
Mexico Academy.....	.....	True.....	do.....	.....
Middlebury Academy.....	.....	.....	do.....	Holbrook, Page.
Monroe Academy.....	.....	.....	do.....	do

Montgomery Academy	Young	Quackenbos	Page.
Monticello Academy	do	do	do
Moravia Institute		Quackenbos	
Mount Morris Union School		Quackenbos	
*Mount Pleasant Academy		Quackenbos	Page.
Munro Collegiate Institute		do	do Holbrook.
Naples Academy	Coppée	do	do
Newark Union Free School		do	do
New Berlin Academy	Young	do	Wickersham.
New Paltz Academy	do	do	
New York Central Academy		Quackenbos	Page.
New York Conference Seminary	True	do	
North Granville Ladies' Seminary	Whately	Quackenbos	
*North Hebron Institute		Quackenbos	Wickersham.
Norwich Academy	Young	do	
Ogdensburgh Educational Institute	do	Quackenbos	
Olean Academy		Quackenbos	Page.
Oneida Seminary		do	do
Oneida Conference Seminary	Young	Whately	
Onondaga Academy		Quackenbos, Blair	
Ontario Female Seminary		do	
Oswego High School	Young	Boyd, Blair	Page, Holbrook.
Owego Academy		Quackenbos	
Oxford Academy	Young	Blair	
Packer Collegiate Institute			
Palatine Bridge Union Free School			
Palmyra Classical and Union School	Young		

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional).	Logic.	Rhetoric.	Teaching, Principles of.
Knoxville Academy.....	Young.....	.....	Quackenbos.....	Page.
Lausburgh Academy.....	.....	.....	do.....	do
Lawrenceville Academy.....	Young.....	.....	do.....	.....
Leavenworth Institute.....	.....	.....	do.....	.....
Le Roy Academic Institute.....	.....	.....	Blair.....	.....
Liberty Normal Institute.....	.....	.....	.....	Page.
Lockport Union School.....	.....	Coppee.....	Coppee.....	Lectures.
Lowville Academy.....	Young.....	.....	Quackenbos.....	Page.
Lyons Union School.....	do.....	.....	.....	.....
Macedon Academy.....	do.....	.....	Quackenbos.....	.....
Manlius Academy.....	.....	.....	.....	.....
Marathon Academy.....	.....	.....	Quackenbos.....	.....
Marion Collegiate Institute.....	.....	Thomson.....	do.....	Page.
Marshall Seminary of Easton.....	Young.....	.....	.....	.....
Mechanicville Academy.....	.....	.....	Quackenbos.....	.....
Medina Academy.....	.....	.....	do.....	.....
Mexico Academy.....	.....	True.....	do.....	.....
Middlebury Academy.....	.....	.....	do.....	Holbrook, Page.
Monroe Academy.....	.....	.....	do.....	do

Montgomery Academy	Young	Quackenbos	Page.
Monticello Academy	do	do	do
Moravia Institute		Quackenbos	
Mount Morris Union School		Quackenbos	Page.
*Mount Pleasant Academy		do	do Holbrook.
Munro Collegiate Institute		do	do
Naples Academy		do	do
Newark Union Free School	Young	do	Wickersham.
New Berlin Academy	do	do	
New Paltz Academy		Quackenbos	Page.
New York Central Academy		do	
New York Conference Seminary		Quackenbos	Wickersham.
North Granville Ladies' Seminary		do	
*North Hebron Institute	Young	Quackenbos	
Norwich Academy	do	do	
Ogdensburgh Educational Institute		Quackenbos	Page.
Olean Academy		do	do
Oneida Seminary	Young	Whately	
Oneida Conference Seminary		Quackenbos, Blair	
Onondaga Academy		do	
Ontario Female Seminary	Young	Boyd, Blair	Page, Holbrook.
Oswego High School		Quackenbos	
Owego Academy	Young	Blair	
Oxford Academy			
Packer Collegiate Institute			
Palatine Bridge Union Free School			
Palmyra Classical and Union School	Young		

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Natural Theology.	Philosophy (Intellectual.)	Philosophy (Moral.)	Political Economy.
Mount Morris Union School
*Mount Pleasant Academy
Munro Collegiate Institute	Champlin	Hopkins .....	.....
Naples Academy	Paley	Wayland	Wayland .....	.....
Newark Union Free School
New Berlin Academy
New Paltz Academy
New York Central Academy
New York Conference Seminary	Haven	Wayland .....	.....
North Granville Ladies' Seminary	do	Alexander, Haven .....	.....
*North Hebron Institute
Norwich Academy
Ogdensburgh Educational Institute
Olean Academy
Oneida Seminary
Oneida Conference Seminary	Paley	Haven	Wayland	Wayland.
Onondaga Academy
Ontario Female Seminary	Paley	Haven	Alexander .....	.....
Oawego High School	do .....	.....

			LECTURES.	LECTURES.
Oxford Academy	Paley	Haven	Wayland	
Packer Collegiate Institute		do Watts	do	
Palatine Bridge Union Free School				
Palmyra Classical and Union School	Paley		Wayland	Wayland.
Peekskill Academy				
Penfield Seminary	Paley	Haven	Wayland	Wayland.
Penn Yan Academy				
Perry Academy				
Phelps Union and Classical School				
Phipps Union Seminary	Butler	Wayland	Wayland	
Pike Seminary		Upham		
Plattsburg Academy		do		
Pompey Academy				
Port Byron Free School and Academy				
Prospect Academy				
Pulaski Academy				
Red Creek Union Seminary				
*Richburgh Academy	Lectures			
*Rochester Female Academy		Abercrombie	Wayland	
Rochester Free Academy	Butler	Thomson	Butler	
Rogersville Union Seminary	Paley	Hickok	Hickok	Wayland.
Rome Academy		Haven	Wayland	
Rural Seminary				
Rushford Academy				
St. Lawrence Academy		Upham		
*Sans Souci Seminary		do	Wayland	Wayland.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Natural Theology.	Philosophy (Intellectual).	Philosophy (Moral).	Political Economy.
Schenectady Union School.....	Paley.....	.....	.....	.....
Schoharie Academy.....
Seneca Falls Academy.....
Sodus Academy.....	Hickok.....	.....	.....
Spencertown Academy.....
S. S. Seward Institute.....
Starkey Seminary.....	Combe.....	Wayland.....	.....
Syracuse High School.....	Upham.....	.....	.....
Troy Academy.....	Alden.....	Alden.....	.....
Troy Female Seminary.....	Stewart.....	Hamilton.....	.....	.....
Troy High School.....	Haven.....	.....	.....
Trumansburgh Academy.....
Unadilla Academy.....
Union Academy of Belleville.....	Hickok.....	Wayland.....	.....
Union Hall Academy.....	Upham.....	do.....	.....
Union Village Academy.....	Abercrombie.....	do.....	.....
Utica Academy.....	Haven.....	Haven.....	Wayland.
Vernon Academy.....
Wallkill Academy.....

Walworth Academy .....	.....	.....	.....
Warrensburg Academy .....	.....	.....	.....
Warsaw Union School .....	.....	.....	.....
Warwick Institute .....	.....	.....	.....
Washington Academy .....	.....	Upham	Wayland
Waterloo Union School .....	.....	.....	.....
Watertown High School .....	.....	Champlin .....	.....
Watkins Academy .....	.....	.....	.....
Waverly Institute .....	.....	.....	.....
Webster Academy .....	.....	.....	.....
Westfield Academy .....	.....	.....	.....
West Winfield Academy .....	.....	.....	.....
Whitestown Seminary	Paley	Upham	Wayland
Wilson Collegiate Institute .....	.....	.....	.....
Windsor Academy .....	.....	.....	.....
Yates Academy .....	.....	.....	.....
Yates Polytechnic Institute .....	.....	.....	.....

* Those academies marked with * made no report of studies in 1887; the text-books are those reported in 1866.

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional.)	Logic.	Rhetoric.	Teaching, Principles of.
Academy at Little Falls	Young .....	.....	Quackenbos .....	.....
Academy of Dutchess County .....	.....	.....	Quackenbos .....	.....
Albany Academy .....	.....	.....	Boyd .....	.....
*Albany Female Seminary .....	.....	.....	Quackenbos	Page.
Albion Academy .....	.....	.....	Day	Lectures.
Alfred University, Acad. Dep't	Woodbury	Tappan	Quackenbos	Page.
Andes Collegiate Institute	Young .....	.....	do .....	.....
Angelica Academy .....	.....	.....	do .....	.....
Antwerp Liberal Literary Institute .....	.....	.....	do .....	.....
Arcade Academy	Young	Coppee	do	Page.
Argyle Academy .....	.....	.....	do .....	.....
Artica Union School	Young .....	.....	do .....	.....
Auburn Academic High School .....	.....	.....	do .....	.....
Augusta Academy .....	.....	.....	.....	.....
Aurora Academy .....	.....	.....	.....	.....
Baldwinsville Academy .....	.....	.....	Quackenbos .....	.....
Batavia Union School	Young .....	.....	do .....	.....
Binghamton Academy	do .....	.....	Day	Page, Northend.
Brookfield Academy .....	.....	.....	Newman	Page.

Buffalo Central School.....	do		Quackenbos	Holbrook.
Buffalo Female Academy.....		Hedge	do	
Cambridge Washington Academy.....			do	
Canajoharie Academy.....			do	
Canandaigua Academy.....	Young		do	Page.
Canton Academy.....			do	do
Cary Collegiate Seminary.....			do	
*Cayuga Lake Academy.....			do	
Chamberlain Institute.....	Young		do	Wickersham.
Champlain Academy.....				Page.
Chester Academy.....			Quackenbos	do
Cincinnati Academy.....	Sheppard		do	do
Clarence Academy.....				
Claverack Academy and Hudson River Inst.....	Young	Coppee	Quackenbos	Page.
Clinton Academy.....			do	
Clinton Grammar School.....			do	
Clinton Liberal Institute.....			do	
Corning Free Academy.....			do	
Cortland Academy.....	Story		Coppee	Page.
Cortlandville Academy.....			Quackenbos	
Coxsackie Academy.....				
Dansville Seminary.....			Quackenbos	
Delaware Academy.....	Young	Coppee	Coppee	Lectures.
Delaware Literary Institute.....	do		do	Page.
Deposit Academy.....			Quackenbos	
De Ruyter Institute.....				

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional).	Logic.	Rhetoric.	Teaching, Principles of.
Dundee Academy .....	.....	.....	Quackenbos	Page.
East Bloomfield Academy .....	.....	.....	Boyd	Page.
East Genesee Conference Seminary .....	.....	Whately	Quackenbos	Lectures.
Elmira Free Academy .....	.....	True	do	Page.
*Erasmus Hall Academy	Lectures	.....	.....	Lectures.
Evans Academy	Young	Whately	Blair	Page.
Fairfield Academy .....	.....	True	Quackenbos	Lectures.
Falley Seminary .....	.....	.....	.....	Page.
*Farmers' Hall Academy	Young .....	.....	Quackenbos	Lectures.
Fort Covington Academy	Lectures	True	do	Page.
Fort Edward Collegiate Institute .....	.....	.....	Quackenbos	Lectures.
Fort Plain Seminary & Feni. Coll. Inst. .....	.....	Thomson	Quackenbos	Page, Holbrook.
Franklin Academy, Malone .....	.....	.....	do	Page, Holbrook.
Franklin Academy, Prattsburgh	Young	Coppoe	do	Page, Holbrook.
Fredonia Academy .....	.....	.....	.....	do
Friends' Academy .....	.....	.....	Quackenbos	Page, Holbrook.
Friendship Academy .....	.....	.....	do	do
Genesee Valley Seminary	Sheppard .....	.....	do	do
Genesee Wesleyan Seminary .....	.....	Whately	do	do

Genesee and Wyoming Seminary	Young	.....	.....	do	Page.
Geneseo Academy	do	.....	Coppee	Coppee	do
Geneva Classical and Union School	do	.....	Quackenbos	Quackenbos	do
Gilbertsville Acad. and Coll. Institute	do	.....	.....	do	do
Glen's Falls Academy	.....	.....	.....	do	do
Gloversville Union Seminary	.....	.....	.....	do	do
Gouverneur Wesleyan Seminary	Young	.....	True	Newman	do
Grammar School of Madison University	.....	.....	.....	.....	Wickersham.
Greenville Academy	Young	.....	Boyd	Quackenbos	do
Griffith Institute	.....	.....	.....	Quackenbos	Barnard, Page.
Groton Academy	.....	.....	.....	do	Lectures.
Halfmoon Academy	.....	.....	.....	do	.....
Hartford Academy	.....	.....	.....	.....	.....
Hartwick Seminary	.....	.....	.....	.....	.....
Holley Academy	.....	.....	.....	Quackenbos	.....
*Hoosick Falls Union School	.....	.....	.....	.....	.....
Hudson Academy	Young	.....	.....	.....	Page.
Hungerford Collegiate Institute	do	.....	Whately	Whately	do
Huntington Union School	.....	.....	.....	.....	.....
Ithaca Academy	.....	.....	.....	Quackenbos	.....
Jamestown Union School and Coll. Inst.	.....	.....	Hedge	do	.....
Johnstown Academy	.....	.....	Whately	do	.....
Jonesville Academy	.....	.....	True	do	.....
*Jordan Academy	.....	.....	.....	Coppee	Page.
Keeseville Academy	.....	.....	.....	.....	.....
Kinderhook Academy	.....	.....	.....	.....	.....
Kingston Academy	.....	.....	.....	Quackenbos	.....

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL SCIENCE.			
	Law (Constitutional).	Logis.	Rhetoric.	Teaching, Principles of.
Knoxville Academy.....	Young.....	.....	Quackenbos.....	Page.
Lausburgh Academy.....	.....	.....	do.....	do
Lawrenceville Academy.....	Young.....	.....	do.....	.....
Leavenworth Institute.....	.....	.....	do.....	.....
Le Roy Academic Institute.....	.....	.....	Blair.....	.....
Liberty Normal Institute.....	.....	.....	.....	.....
Lockport Union School.....	.....	Coppee.....	Coppee.....	Page.
Lowville Academy.....	Young.....	.....	Quackenbos.....	Lectures.
Lyons Union School.....	do.....	.....	.....	Page.
Macedon Academy.....	do.....	.....	Quackenbos.....	.....
Manlius Academy.....	.....	.....	.....	.....
Marathon Academy.....	.....	.....	Quackenbos.....	.....
Marion Collegiate Institute.....	Young.....	Thomson.....	do.....	Page.
Marshall Seminary of Easton.....	.....	.....	.....	.....
Mechanicville Academy.....	.....	.....	Quackenbos.....	.....
Medina Academy.....	.....	.....	do.....	.....
Mexico Academy.....	.....	True.....	do.....	.....
Middlebury Academy.....	.....	.....	do.....	Holbrook, Page.
Monroe Academy.....	.....	.....	do.....	do

Montgomery Academy	Young	Quackenbos	Page.
Monticello Academy	do	do	do
Moravia Institute		Quackenbos	
Mount Morris Union School		Quackenbos	Page.
*Mount Pleasant Academy		do	do Holbrook.
Munro Collegiate Institute		do	do
Naples Academy		do	do
Newark Union Free School	Young	do	Wickersham.
New Berlin Academy	do	do	
New Paltz Academy		do	
New York Central Academy		do	
New York Conference Seminary		Quackenbos	Page.
North Granville Ladies' Seminary		do	
*North Hebron Institute		Quackenbos	Wickersham.
Norwich Academy	Young	do	
Ogdensburgh Educational Institute	do	Quackenbos	
Olean Academy		Quackenbos	Page.
Oneida Seminary		do	do
Oneida Conference Seminary	Young	Whately	
Onondaga Academy		Quackenbos, Blair	
Ontario Female Seminary		do	
Oswego High School	Young	Boyd, Blair	Page, Holbrook.
Owego Academy		Quackenbos	
Oxford Academy	Young	Blair	
Packer Collegiate Institute			
Palatine Bridge Union Free School			
Palmyra Classical and Union School	Young		

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL PHILOSOPHY.			
	Law (Constitutional).	Logic.	Rhetoric.	Teaching, Principles of.
Peekskill Academy	Young .....	.....	Blair	Lectures.
Penfield Seminary .....	.....	.....	Quackenbos	Page.
Penn Yan Academy	Young	Whately	do	do
Perry Academy	do .....	.....	.....	.....
Phelps Union and Classical School .....	.....	.....	Quackenbos	Page.
Phipps Union Seminary .....	.....	Whately	do	do
Pike Seminary	Young .....	.....	do .....	.....
Plattsburgh Academy .....	.....	.....	.....	Page.
Pompey Academy .....	.....	.....	.....	.....
Port Byron Free School and Academy .....	.....	.....	Quackenbos .....	.....
Prospect Academy .....	.....	.....	.....	.....
Pulaaki Academy .....	.....	.....	Quackenbos	Page.
Red Creek Union Seminary .....	.....	.....	.....	Holbrook.
•Richburgh Academy	Lectures .....	.....	Quackenbos	Wickersham.
•Rochester Female Academy .....	.....	.....	do .....	.....
Rochester Free Academy	Young	Thomson	do	Wickersham.
Rogersville Union Seminary .....	.....	Mahew	do	Holbrook.
.....	Yonnø .....	.....	do	Page.

*Sans Souci Seminary.....	Young	Quackenbos	
St. Lawrence Academy.....		do	
Sauquoit Academy.....		Quackenbos	
Schenectady Union School.....		Quackenbos	
Schoharie Academy.....		do	Northend.
Seneca Falls Academy.....	Young		
Sodus Academy.....		Quackenbos	
Spencertown Academy.....	Young	do	
S. S. Seward Institute.....	do	do	Page.
Starkey Seminary.....	Lectures	do	
Syracuse High School.....		do	
Troy Academy.....		do	
Troy Female Seminary.....	Atwater	do	
Troy High School.....		do	Page, Jewell.
Trumansburgh Academy.....		do	do
Unadilla Academy.....		do	do
Union Academy of Belleville.....	Whately	do	do
Union Hall Academy.....		do	
Union Village Academy.....	Alden	do	
Utica Academy.....		do	
Vernon Academy.....		Boyd	
Wallkill Academy.....		Quackenbos	Page.
Walton Academy.....	Young	do	
Walworth Academy.....	do	do	Page.
Warrensburgh Academy.....			Wickersham.
Warsaw Union School.....			

SCHEDULE No. 11—Continued.

NAMES OF ACADEMIES.	MORAL, INTELLECTUAL AND POLITICAL PHILOSOPHY.			
	Law (Constitutional).	Logic.	Rhetoric.	Teaching, Principles of.
Warwick Institute	Boyd .....	.....
Washington Academy	Quackenbos .....	.....
Waterloo Union School	do .....	.....
Watertown High School	do .....	.....
Watkins Academy
Waverly Institute	Quackenbos	Holbrook.
Webster Academy
Westfield Academy
West Winfield Academy	Quackenbos	Page.
Whitestown Seminary	do	do
Wilson Collegiate Institute	do	Holbrook.
Windsor Academy	Page.
Yates Academy
Yates Polytechnic Institute	Young .....	.....	.....	.....

* Those academies marked with a * made no report of studies in 1907; the text-books are those reported in 1906.

SUMMARY OF TEXT-BOOKS.

ORDINARY ELEMENTARY STUDIES.

S.		Academies.	
		1865-6.	1866-7.
as	..... in	1	1
arn	..... in	5	....
enden	..... in	1	1
es	..... in	58	45
n	..... in	1	1
r	..... in	2	2
neaf	..... in	18	15
ence	..... in	1	....
is	..... in	1	....
ord	..... in	1	....
ins	..... in	5	1
	..... in	1	1
nson	..... in	116	120
lard	..... in	10	7
nson	..... in	39	28
ett and McCord	..... in	1	1
<i>ing:</i>			
n	..... in	1	....
nt and Stratton	..... in	56	77
enden	..... in	2	1
1	..... in	1	....
n and Eastman	..... in	64	61
ford and Payson	..... in	10	5
s	..... in	1	....
cock	..... in	1	....
ill	..... in	1	....
iew	..... in	18	15
	..... in	1	....
h	..... in	2	3
lessons	..... in	2	1
er	..... in	2	2
on and Dunton	..... in	14	10
r and Hammond	..... in	6	4
on	..... in	1	....

		Academies.	
		1865-6.	1866-7.
Root	in	1	....
Smith and Martin	in	..	1
<i>English Grammar:</i>			
Brown	in	72	66
Bullions	in	24	20
Clark	in	55	56
Covell	in	3	2
Earle	in	1	1
Greene	in	13	9
Halsey	in	1	1
Hart	in	1	1
Kenyon	in	2	2
Kerl	in	13	26
Norton	in	1	1
Pinneo	in	2	2
Quackenbos	in	25	25
Smith	in	3	3
Tower	in	2	1
Weld	in	17	13
Wells	in	4	4
<i>Geography:</i>			
Colton	in	..	12
Colton and Fitch	in	36	20
Cornell	in	22	18
Fitch	in	19	13
Guyot	in	4	13
Harris	in	1	....
McNally	in	116	120
Mitchell	in	30	29
Monteith	in	11	8
Morse	in	1	....
Olney	in	1	1
Pierson	in	1	1
Ritter	in	1	2
Shaw and Allen	in	1	....
Smith	in	2	1
Somerville	in	2	....
Warren	in	30	34
Willard	in	1	1
Woodbridge	in	2	2

ation:

		Academies.	
		1865-6.	1866-7.
ers	in	1	----
cer	in	..	1
kenbos	in	1	1
a	in	1	----
ker	in	1	----
ster	in	169	167
cester	in	29	26
.....	in	---	1
eland	in	1	1
rd	in	3	4
e	in	4	----
lligott	in	---	1
uffey	in	1	1
on	in	2	2
er and Watson	in	102	107
ers	in	74	74
ent	in	1	1
espeare	in	2	2
npson	in	---	1
a	in	5	3
b	in	1	1
ard	in	1	----
son	in	20	10

MATICS AND NATURAL PHILOSOPHY AND THEIR APPLICATIONS.

dict	in	2	1
es (and Davies' Bourdon)	in	50	49
.....	in	2	1
nleaf	in	9	4
nis	in	5	2
ins	in	1	----
.....	in	1	1
nson	in	152	156
dard and Henkle	in	4	3
er	in	1	----
nson	in	1	2

Astronomy :

		Academies.	
		1865-6.	1866-7.
Brocklesby	in	14	11
Burritt	in	49	51
Comstock	in	1	1
Draper	in	---	1
Eaton	in	1	1
Kiddle	in	1	---
Lardner	in	1	---
Lectures	in	2	---
Loomis	in	3	3
Mattison	in	53	44
Mitchell	in	2	---
Olmsted (and Snell's Olmsted)	in	11	12
Parker	in	1	1
Robinson	in	1	5
Smith	in	9	11
Whitall	in	1	---

Calculus :

Church	in	1	1
Davies	in	3	6
Greenleaf	in	1	---
Loomis	in	6	3
Robinson	in	1	1
Smyth	in	1	---

Conic Sections :

Davies	in	5	4
Greenleaf	in	1	---
Jackson	in	2	2
Loomis	in	6	9
Robinson	in	2	2

Engineering :

Davies	in	3	5
Gillespie	in	6	5
Loomis	in	3	1
Lectures	in	---	1
Mahan	in	3	2
Robinson	in	1	1

:	Academies.	
	1865-6.	1866-7.
es	in 130	124
id (Playfair's)	in 2	3
nleaf	in 3	3
nis	in 23	22
se	in 1	---
nson	in 27	35

; analytical and descriptive :

ch	in 1	2
es	in 31	38
nleaf	in 2	---
nis	in 8	4
nson	in 9	5

Philosophy:

stock	in 3	1
er	in 3	2
.....	in 4	2
er	in 1	---
ston	in 2	1
ires	in 1	---
nis	in 1	---
on	in ..	1
sted	in 3	3
er	in 41	34
's Ganot	in 25	25
son	in ..	1
er	in ..	1
kenbos	in 27	28
nan	in 2	1
gue	in ..	1
s	in 103	93

n:

es	in 10	11
n	in 1	1
nleaf	in 1	---
nis	in 9	6
nson	in 8	

Perspective:

		Academies.	
		1865-6.	1866-7.
Church.....	in	..	1
Davies	in	4	4
Dupuis.....	in	1	....
Eaton.....	in	..	1
Gaskins (Mrs.)	in	1	....
Gillespie	in	1	..
Hertzberg	in	1	1
Krusi	in	1	1
Oral lessons.....	in	1	4
Schuster	in	1	....
Smith.....	in	1	1
Whittock and Varley.....	in	1	....

Surveying and Leveling:

Davies	in	36	36
Flint	in	1	1
Gillespie	in	20	19
Greenleaf	in	1	....
Gummere	in	2	2
Hencks	in	1	....
Lectures	in	..	1
Loomis	in	9	6
Robinson	in	15	11
Smyth	in	1	1

Trigonometry:

Bradbury	in	1	1
Davies	in	70	74
Day	in	1	1
Gillespie	in	1	1
Greenleaf	in	3	2
Gummere	in	1	1
Jackson	in	..	1
Loomis	in	11	9
Perkins	in	1	1
Robinson	in	21	21

ANCIENT LANGUAGES.

Greek Grammar:

Anthon	in	3	....
Bullions.....	in	42	28

		Academies.	
		1865-6.	1866-7.
Crosby	in	48	46
Goodrich	in	1	....
Hadley	in	53	68
Harkness	in	8	10
Kendrick	in	3	5
Kuhner	in	4	4
McClintock and Crook	in	3	2
Sophocles	in	1	....
<i>Latin Grammar:</i>			
Andrews and Stoddard	in	153	127
Arnold	in	5	3
Bullions	in	24	11
Harkness	in	29	77
Harrison	in	1	....
McClintock and Crook	in	5	3
Smith	in	1	....
Weld	in	1	....
<i>Ecian Antiquities:</i>			
Allen	in	1	1
Anthon	in	21	15
Arnold	in	...	1
Baird	in	1	....
Bojesen	in	5	4
Eschenberg	in	5	2
Fiske	in	...	1
Lectures	in	1	1
Owen	in	...	3
Putz and Arnold	in	2	1
Smith	in	5	4
<i>German Antiquities:</i>			
Adams	in	2	2
Allen	in	3	1
Andrews	in	...	1
Anthon	in	32	32
Baird	in	2	1
Bojesen	in	4	6
Dillaway	in	1	....
Eschenberg	in	6	2

		Academies.	
		1865-6.	1866-7.
Fiske	in	...	2
Johnson	in	...	1
Lectures	in	2	1
Putz and Arnold	in	1	1
Salkeld	in	1	1
Smith	in	11	10

Mythology :

Allen	in	2	1
Andrews	in	5	5
Anthon	in	26	22
Baird	in	1	....
Bulfinch	in	3	4
Dillaway	in	1	....
Dwight	in	9	5
Eschenberg	in	4	1
Fiske	in	...	1
Harkness	in	1	1
Hart	in	1	1
Keightley	in	2	3
Lempriere	in	1	....
Lectures	in	2	....
Putz and Arnold	in	1	1
Salkeld	in	...	1
Smith	in	6	6
Tooke	in	1	1

MODERN LANGUAGES.

French :

Chauquet	in	1	....
De Fivas	in	...	1
Fasquelle	in	153	148
Gengembre	in	...	1
Guyot	in	...	1
Keetel	in	2	....
Knapp	in	4	5
Ledru	in	...	1
Levizac	in	2	1
Magill	in	...	3
Manesca	in	3	2
Noel and Chapsal	in	4	2

		Academies.	
		1865-6.	1866-7.
Ollendorff	in	2	1
Otto	in	2	4
Pinney and Arnoult	in	3	4
Portevin	in	1	1
Pujol and Van Norman	in	8	8
Robertson	in	4	4
<i>German :</i>			
Adler	in	4	4
Ahn	in	15	11
Douai	in	2	1
Eichorn	in	1	---
Glaubenskleee	in	1	1
Ollendorff	in	5	4
Otto	in	3	6
Peissner	in	7	6
Peterman	in	---	1
Soden	in	---	1
Woodbury	in	81	76
<i>Italian :</i>			
Fontana	in	1	1
Foresti	in	1	1
Woodbury	in	---	1
<i>Spanish :</i>			
Ollendorff	in	2	2
Pinney and Barselo	in	1	2
Robertson	in	---	2
Vingut	in	1	2
Woodbury	in	---	2

NATURAL SCIENCES.

Anatomy, Physiology and Hygiene :

Cornstock	in	1	---
Comings	in	3	1
Cutter	in	93	94
Draper	in	1	1
Hitchcock	in	12	13

		Academies.	
		1865-6.	1866-7.
Hooker	in	10	6
Jarvis	in	1	4
Lambert	in	21	19
Lectures	in	6	3
Loomis	in	2	....
Quackenbos	in	1	....

Botany:

Gray ...	in	54	59
Lectures ...	in	1	....
Lincoln (Mrs.)	in	3	2
Wood	in	88	69

Chemistry:

Bowman	in	2	1
Comstock	in	1	....
Cooke	in	1	1
Draper	in	4	3
Fownes	in	1	2
Gray	in	3	1
Hitchcock	in	..	1
Hooker	in	..	1
Johnston	in	4	2
Lectures	in	2	1
Porter	in	19	21
Silliman	in	5	5
Steele	in	..	1
Stockhardt	in	2	2
Turner	in	2	....
Wells	in	45	59
Youmans	in	26	32

Geology:

Comstock	in	..	1
Dana	in	15	23
Emmons	in	1	....
Gray and Adams	in	6	1
Hitchcock	in	25	26
Lectures	in	2	1

	Academies.	
	1865-6.	1866-7.
Lee	in ..	1
Littell	in 1	....
Loomis	in 1	....
Lyell	in 1	....
Miller	in ..	1
Page	in 1	1
Ruschenberger	in 1	....
Tenny	in 5	4
Warren	in 1	2
Wells.....	in 19	15

eteorology:

Brockleshy	in 3	1
Dana	in 1	1
Lectures	in 1	1
Loomis	in 1	....
Norton.....	in 1	1
Porter	in 1	1
Warren	in 4	4
Wells	in 6	7

zneralogy:

Dana	in 12	7
Elderhorst	in 1	1
Hitchcock	in ..	1
Hooker	in ..	1
Lectures	in 1	2
Lyell	in 1	....
Warren	in 1	....
Wells	in 2	....

atural History:

Ackerman	in 1	....
Goldsmith	in 1	....
Hooker	in 3	6
Lectures	in 4	3
Redfield.....	in 2	3
Smellie	in 8	4
State Reports	in 1	....

		As demies. 1865-6.	1866-7.
Tenney	in	1	3
Ware's Smellie.....	in	2	2
Warren	in	1	---
Willson	in	1	1
Wood	in	1	1

Technology:

Bigelow	in	1	---
Davies	in	1	1
Robinson	in	1	---
Youmans	in	1	---

Zoology:

Agassiz and Gould.....	in	9	7
Dana	in	1	1
Edwards	in	---	1
Hitchcock	in	1	1
Hooker	in	---	1
Lectures	in	4	---
Redfield.....	in	---	3
Tenney	in	---	3
Ware	in	1	---
Warren	in	1	---

MORAL, INTELLECTUAL AND POLITICAL SCIENCE.

Criticism (Elements):

Bascom	in	---	1
Blair	in	---	1
Kames	in	43	46
Lectures	in	3	2
Quackenbos.....	in	2	---
Spaulding	in	---	1

Christianity (Evidences):

Alexander	in	8	6
Bushnell	in	1	1
Butler	in	7	4
Hopkins	in	10	7

		Academies.	
		1865-6.	1866-7.
Lectures	in	1	1
Paley	in	20	16

History (General):

Berard	in	1	1
Bloss	in	1	1
Dew	in	1	1
Dickens	in	---	1
Edwards (Miss)	in	1	---
Goodrich	in	4	4
Harper	in	2	1
Hume	in	1	---
Lectures	in	---	1
Liddell	in	---	1
Lord	in	1	---
Markham	in	---	2
Miller	in	1	---
Motley	in	---	1
Quackenbos	in	---	1
Reed	in	---	1
Robbins	in	12	14
Sewell	in	1	1
Smith	in	---	1
Taylor	in	1	1
Tytler	in	1	1
Weber	in	7	4
Whelpley	in	1	1
White	in	1	---
Willard	in	13	12
Willson	in	48	44
Worcester	in	7	10

History of the United States :

Anderson	in	2	2
Bancroft	in	1	---
Berard	in	3	7
Bloss	in	1	---
Colton	in	1	---
Goodrich	in	27	21
Guernsey	in	---	1

		Academies.	
		1865-6.	1866-7.
Hale	in	1	----
Harper	in	1	1
Lossing	in	31	26
Monteith	in	1	1
Peabody	in	1	----
Quackenbos	in	27	36
Reed	in	1	----
Willard	in	11	6
Willson	in	54	48
Worcester	in	1	3

History of Literature:

Cleveland	in	18	17
Lectures	in	---	1
Lord	in	1	1
Reed	in	---	1
Schlegel	in	1	1
Shaw	in	9	11
Spaulding	in	3	4

Natural Theology:

Butler	in	3	2
Lectures	in	1	2
Paley	in	31	26
Stewart	in	1	1

Philosophy (Intellectual):

Alden	in	---	2
Abercrombie	in	8	7
Boyd	in	1	----
Champlin	in	3	3
Combe	in	1	1
Cruttenden	in	2	----
Hamilton	in	6	6
Haven	in	18	20
Hickok	in	9	7
Lectures	in	1	1
Muhan	in	1	1

		Academies.	
		1865-6.	1866-7.
Quackenbos.....	in	1	1
Stewart.....	in	3	....
Thomson.....	in	1	....
Upham.....	in	16	15
Watts.....	in	1	1
Wayland.....	in	16	13
Wells.....	in	1	....

aw (Constitutional):

Alden.....	in	...	1
Constitution (U. S.).....	in	1	....
Lectures.....	in	2	4
Sheppard.....	in	1	2
Shurtleff.....	in	1	....
Story.....	in	1	1
Woolsey.....	in	1	....
Woodbury.....	in	...	1
Young.....	in	51	55

ic:

Atwater.....	in	..	1
Boyd.....	in	..	1
Coppee.....	in	6	7
Fowler.....	in	1	....
Hedge.....	in	4	2
Lectures.....	in	1	....
Mahan.....	in	..	1
McGregor.....	in	1	....
Quackenbos.....	in	1	1
Tappan.....	in	1	1
Thomson.....	in	4	3
True.....	in	9	7
Whately.....	in	16	10

hilosophy (Moral):

Alden.....	in	..	2
Abercrombie.....	in	1	2
Alexander.....	in	6	6

		Academies.	
		1865-6.	1866-7.
Bible	in	1	----
Butler	in	2	1
Combe	in	1	----
Dymond	in	1	1
Haven	in	4	3
Hickok	in	6	7
Hopkins	in	2	3
Lectures	in	2	1
Quackenbos	in	1	----
Stewart	in	1	----
Wayland	in	43	40

Political Economy:

Bowen	in	1	1
Lectures	in	3	1
Say	in	1	1
Smith	in	2	1
Wayland	in	23	17
Young	in	3	2

Rhetoric:

Boyd	in	8	5
Blair	in	7	6
Cruttenden	in	1	----
Coppee	in	5	6
Day	in	2	2
Holbrook	in	1	11
Jamieson	in	1	----
Lectures	in	1	----
Newman	in	6	2
Parker	in	2	----
Quackenbos	in	113	127
Whately	in	4	2

Teaching, Principles of:

Barnard	in	1	1
Holbrook	in	11	11
Jewell	in	1	1
Lectures	in	10	7

		Academies.	
		1865-6.	1866-7.
Northend.....	in	8	1
Ogden	in	1	---
Page	in	74	65
Wickersham	in	4	8

SCHEDULE No. 12—*Exhibiting the Instruction of Common School Teachers during 1866-7.*

COUNTIES.	NAMES OF ACADEMIES.	Number of Pupils instructed free of charge.			Whether there was separate instruction in common school teaching.	Class visited by School Commissioner.
		Male.	Female.	Total.		
Allegany ----- Broome -----	Genesee Valley Seminary -----	3	14	17	Yes.	No.
	Binghamton Academy -----	3	7	10	do	Yes.
	Windsor Academy -----	3	17	20	do	No.
	Chamberlain Institute -----	6	14	20	do	Yes.
	Moravia Institute -----	3	14	17	do	No.
	Forestville Free Acad. and Un. School, -----	1	13	14	do	Yes.
Chenango -----	Fredonia Academy -----	5	7	12	do	No.
	Jamestown Union School and Col. Inst. -----	7	13	20	do	do
	Westfield Academy -----	8	12	20	do	do
	New Berlin Academy -----	7	13	20	do	Yes.
	Norwich Academy -----	4	16	20	do	No.
	Oxford Academy -----	9	11	20	do	do
Clinton -----	Champlain Academy -----	5	10	15	do	do
	Hudson Academy -----		19	19	do	Yes.
Columbia -----	Spencertown Academy -----	4	10	14	do	do
	Cincinnati Academy -----	5	6	11	do	No.
	Cortland Academy -----	11	9	20	do	Yes.
	Cortlandville Academy -----	11	11	22	do	No.

TEACHERS' CLASSES.

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Delaware	Andes Collegiate Institute	-----	20	do	Yes.
	Delaware Academy	9	12	do	Yes.
	Delaware Literary Institute	-----	21	do	No.
	Walton Academy	-----	15	do	Yes.
Erie	Buffalo Central School	1	16	do	No.
	Griffith Institute	-----	18	do	do
	Keeseville Academy	5	20	do	do
Essex	Fort Covington Academy	8	20	do	do
Franklin	Franklin Academy	3	20	do	do
Fulton	Gloversville Union Seminary	2	5	do	do
Genesee	Batavia Union School	7	10	do	Yes.
	Genesee and Wyoming Seminary	3	11	do	do
	Rural Seminary	4	17	do	do
Greene	Greenville Academy	2	18	do	do
Herkimer	West Winfield Academy	4	16	do	do
Jefferson	Antwerp Liberal Lit. Institute	8	20	do	do
	Union Academy of Belleville	14	22	do	do
	Lowville Academy	5	6	do	No.
Lewis	Genesee Wesleyan Seminary	4	2	do	do
Livingston	Genesee Academy	-----	16	do	do
	Oneida Seminary	5	20	do	do
Madison	Oneida Conference Seminary	7	15	do	do
	Monroe Academy	3	14	do	Yes.
Monroe	Penfield Seminary	1	7	do	Yes.
	Canajoharie Academy	2	10	do	No.
Montgomery	Lockport Union School	-----	6	do	Yes.
Niagara	Wilson Collegiate Institute	1	8	do	Yes.
		-----	17	do	No.
		-----	5	do	do

ACADEMIES.

SCHEDULE No. 12—Exhibiting the Instruction of Common School Teachers during 1866-7.

COUNTIES.	NAMES OF ACADEMIES.	Number of Pupils instructed free of charge.			Whether there was separate instruction in common school teaching.	Class visited by School Commissioner.
		Male.	Female.	Total.		
Allegany Broome Cattaraugus Cayuga Chautauqua	Genesee Valley Seminary	3	14	17	Yes.	No.
	Binghamton Academy	3	7	10	do	Yes.
	WindSOR Academy	3	17	20	do	No.
	Chamberlain Institute	6	14	20	do	Yes.
	Moravia Institute	3	14	17	do	No.
Chenango	Forestville Free Acad. and Un. School.	1	13	14	do	Yes.
	Fredonia Academy	5	7	12	do	No.
	Jamestown Union School and Col. Inst.	7	13	20	do	do
	Westfield Academy	8	12	20	do	do
	New Berlin Academy	7	13	20	do	Yes.
	Norwich Academy	4	16	20	do	No.
	Oxford Academy	9	11	20	do	do
Clinton	Champlain Academy	5	10	15	do	do
	Hudson Academy		19	19	do	Yes.
Columbia	Spencertown Academy	4	10	14	do	do
	Cincinnati Academy	5	6	11	do	No.
	Cortland Academy	11	9	20	do	Yes.
Cortland	Cortlandville Academy	11	8	19	do	No.

SCHEDULE No. 12—Continued.

COUNTIES.	NAMES OF ACADEMIES.	Class exam- ined at the close of the term.	No. known to have received commis- sioners' certifi- cates.	No. known to have been engaged in teaching.	Amount appro- priated by Re- gents, Janu'y, 1888.
Allegany Broome Cattaraugus Cayuga Chautauqua	Genesee Valley Seminary	Yes.	14	13	\$170 00
	Binghamton Academy	do	3	3	100 00
	Windsor Academy	do	10	9	200 00
	Chamberlain Institute	do	13	11	200 00
	Moravia Institute	do	9	8	170 00
Chenango	Forestville Free Academy and Un. School	do	7	5	130 00
	Fredonia Academy	do	-----	-----	120 00
	Jamestown Union School and Coll. Inst.	do	12	12	200 00
	Westfield Academy	do	12	12	200 00
	New Berlin Academy	do	11	8	200 00
Clinton Columbia	Norwich Academy	do	20	13	200 00
	Oxford Academy	do	20	20	200 00
	Champlain Academy	No.	-----	-----	150 00
	Hudson Academy	Yes.	16	5	190 00*
	Spencertown Academy	do	14	-----	140 00
Cortland	Cincinnati Academy	do	11	10	110 00
	Cortland Academy	do	20	10	200 00
	Cortlandville Academy	No.	14	14	190 00

Delaware.....	Andes Collegiate Institutes	Yes.	14	10	200 00
	Delaware Academy.....	do	15	13	200 00
	Delaware Literary Institute	do			150 00
Erie.....	Walton Academy.....	do	13	11	160 00
	Buffalo Central School	do	1		180 00
	Griffith Institute	do	14	11	200 00
Essex.....	Keeseville Academy	do	10	8	200 00
Franklin	Fort Covington Academy.....	No.	8	3	200 00
	Franklin Academy				191 00
Fulton	Gloversville Union Seminary	No.	2	2	50 00
Genesee.....	Batavia Union School	Yes.	4	3	170 00
	Genesee and Wyoming Seminary	do			140 00
	Rural Seminary	do	7	6	200 00
Greene.....	Greenville Academy	do	14	12	200 00
Herkimer.....	West Winfield Academy	do	13	10	200 00
Jefferson	Antwerp Liberal Literary Institute	do	19	16	200 00
	Union Academy of Belleville.....	do	9	9	200 00
Lewis.....	Lowville Academy	No.	5	3	70 00
Livingston.....	Genesee Wesleyan Seminary	Yes.			†
	Geneseo Academy	do	11	4	195 00
Madison	Oneida Seminary.....	do	4	4	200 00
	Oneida Conference Seminary	do			200 00
Mouroe	Mouroe Academy	do	5	2	100 00
	Penfield Seminary	No.	3	1	60 00
Montgomery	Canajoharie Academy	Yes.			80 00
Niagara	Lockport Union School	do	15	11	170 00
	Wilson Collegiate Institute	No.			60 00

SCHEDULE No. 12—Continued.

COUNTIES.	NAMES OF ACADEMIES.	Class exam- ined at the close of the term.	No. known to have received commis- sioners' certifi- cates.	No. known to have been engaged in teaching.	Amount appro- priated by Re- gent, Jan'y, 1868.
Oneida	Whitestown Seminary	Yes.	6	---	\$180 00
Onondaga	Munro Collegiate Institute	do	9	9	200 00
	Pompey Academy	do	19	5	110 00
Ontario	Canandaigua Academy	do	10	---	160 00
	Naples Academy	do	1	---	60 00
Orange	Chester Academy	do	4	2	90 00
Orleans	Albion Academy	No.	12	---	180 00
Oswego	Mexico Academy	do	14	14	200 00
	Pulaski Academy	Yes.	18	13	200 00
	Gilbertsville Academy	do	4	3	90 00
	Hartwick Academy	do	5	5	200 00
	Unadilla Academy	do	15	8	200 00
Rensselaer	Lansingburgh Academy	do	8	---	200 00
St. Lawrence	Gouverneur Wesleyan Seminary	do	16	16	200 00
	Lawrenceville Academy	do	14	14	200 00
	St. Lawrence Academy	No.	20	---	200 00
Saratoga	Halfmoon Academy	Yes.	4	4	178 00
Schoharie	New York Conference Seminary	Yes.	3	3	200 00
Seneca	Seneca Academy	Yes.	3	3	60 00*
	East Genesee Conference Seminary	do	---	---	150 00

TEACHERS' CLASSES.

553

	IES.		4	3	
Steuben	do	Franklin Academy	17	16	200 00
Sullivan	do	Rogersville Union Seminary	18	12	200 00
Tioga	do	Liberty Normal Institute	18	12	180 00
Tompkins	do	Monticello Academy	18	16	200 00
Warren	do	Owego Academy	18	16	200 00
Washington	do	Waverly Institute	18	16	200 00
Wayne	do	Groton Academy	4	A majority.	200 00
Wyoming	do	Trumansburgh Academy	10	4	160 00
Yates	do	Glen's Falls Academy	20	5	150 00
	do	Fort Edward Collegiate Institute	3	10	200 00
	do	Marshall Seminary of Easton	17	1	200 00
	do	Marion Collegiate Institute	23	10	190 00
	do	Newark Union School and Academy	20	12	200 00
	do	Sodus Academy	5	13	200 00
	do	Middlebury Academy	10	2	90 00
	do	Perry Academy	14	7	100 00
	do	Pike Seminary	3	14	200 00
	do	Warsaw Union School	13	3	180 00
	do	Penn Yan Academy	13	3	200 00
		Total	791	528	....\$13,954

* In March, 1868. † Report received in March, 1868. No appropriation has been made as yet (June 1, 1868).

ACADEMIES.

SCHEDULE No. 12—Continued.

Academies appointed to instruct Teachers' Classes during the academic year 1867-8.

Counties.	Names of Academies.
Allegany	Friendship Academy. Genesee Valley Seminary.
Broome	Binghamton Academy.
Cattaraugus	Chamberlain Institute.
Cayuga	Moravia Institute. Port Byron Academy.
Chautauqua	Forestville Union School. Jamestown Academy. Westfield Academy.
Chemung	Elmira Academy.
Chenango	Norwich Academy. Oxford Academy.
Clinton	Champlain Academy.
Columbia	Spencertown Academy.
Cortland	Cincinnatus Academy. Cortland Academy. Cortlandville Academy.
Delaware	Andes Collegiate Institute. Delaware Academy. Delaware Literary Institute.
Erie	Buffalo Central School. Clarence Academy. Griffith Institute.
Essex	Elizabethtown Union School.
Franklin	Fort Covington Academy. Franklin Academy.
Fulton	Johnstown Academy.
Genesee	Batavia Union School. Cary Collegiate Seminary.
Greene	Greenville Academy.
Herkimer	Fairfield Academy. West Winfield Academy.
Jefferson	Antwerp Liberal Literary Instit Hungerford Collegiate Institute
Lewis	Union Academy of Belleville. Lowville Academy.

Counties.	Names of Academies.
Livingston.....	Dansville Seminary. Genesee Wesleyan Seminary. Genesee Academy.
Madison	De Ruyter Institute. Oneida Conference Seminary.
Monroe	Monroe Academy. Penfield Seminary.
Montgomery	Canajoharie Academy.
Niagara	Lockport Union School. Wilson Collegiate Institute.
Oneida.....	Clinton Liberal Institute. Rome Academy. Whitestown Seminary.
Onondaga	Munro Collegiate Institute. Pompey Academy.
Ontario	Canandaigua Academy. East Bloomfield Academy.
Orange.....	Chester Academy.
Orleans	Albion Academy.
Oswego	Falley Seminary. Mexico Academy. Pulaski Academy.
Otsego	Gilbertsville Academy. Unadilla Academy.
Queens.....	Union Hall Academy.
Rensselaer.....	Lansingburgh Academy.
St. Lawrence.....	Canton Academy. Gouverneur Wesleyan Seminary. Lawrenceville Academy.
Saratoga	Halfmoon Academy.
Schoharie.....	N. Y. Conference Seminary.
Schuyler	Watkins Academy.
Seneca	E. Genesee Conference Seminary. Waterloo Union School.
Steuben	Franklin Academy. Rogersville Union Seminary.
Suffolk.....	Huntington Union School.
Sullivan.....	Liberty Normal Institute.
Tioga.....	Owego Academy. Waverly Institute.

SCHEDULE No. 12—Continued.

Academies appointed to instruct Teachers' Classes during the academic year 1867-8.

Counties.	Names of Academies.
Allegany	Friendship Academy. Genesee Valley Seminary.
Broome	Binghamton Academy.
Cattaraugus	Chamberlain Institute.
Cayuga	Moravia Institute. Port Byron Academy.
Chautauqua	Forestville Union School. Jamestown Academy. Westfield Academy.
Chemung	Elmira Academy.
Chenango	Norwich Academy. Oxford Academy.
Clinton	Champlain Academy.
Columbia	Spencertown Academy.
Cortland	Cincinnatus Academy. Cortland Academy. Cortlandville Academy.
Delaware	Andes Collegiate Institute. Delaware Academy. Delaware Literary Institute.
Erie	Buffalo Central School. Clarence Academy. Griffith Institute.
Essex	Elizabethtown Union School.
Franklin	Fort Covington Academy. Franklin Academy.
Fulton	Johnstown Academy.
Genesee	Batavia Union School. Cary Collegiate Seminary.
Greene	Greenville Academy.
Herkimer	Fairfield Academy. West Winfield Academy.
Jefferson	Antwerp Liberal Literary Institute. Hungerford Collegiate Institute. Union Academy of Belleville.
Lewis	Lowville Academy.

Counties.	Names of Academies.
Livingston.....	Dansville Seminary. Genesee Wesleyan Seminary. Genesee Academy.
Madison	De Ruyter Institute. Oueida Conference Seminary.
Monroe	Monroe Academy. Penfield Seminary.
Montgomery	Canajoharie Academy.
Niagara	Lockport Union School. Wilson Collegiate Institute.
Oneida.....	Clinton Liberal Institute. Rome Academy. Whitestown Seminary.
Onondaga	Munro Collegiate Institute. Pompey Academy.
Ontario	Canandaigua Academy. East Bloomfield Academy.
Orange.....	Chester Academy.
Orleans	Albion Academy.
Oswego	Falley Seminary. Mexico Academy. Pulaski Academy.
Otsego	Gilbertsville Academy. Unadilla Academy.
Queens.....	Union Hall Academy.
Rensselaer.....	Lansingburgh Academy.
St. Lawrence.....	Canton Academy. Gouverneur Wesleyan Seminary. Lawrenceville Academy.
Saratoga	Halfmoon Academy.
Schoharie.....	N. Y. Conference Seminary.
Schuyler	Watkins Academy.
Seneca	E. Genesee Conference Seminary. Waterloo Union School.
Steuben	Franklin Academy. Rogersville Union Seminary.
Suffolk.....	Huntington Union School.
Sullivan.....	Liberty Normal Institute.
Tioga.....	Owego Academy. Waverly Institute.

ACADEMIES.

Counties.	Names of Academies.
Tompkins	Ithaca Academy. Trumansburgh Academy.
Ulster	New Paltz Academy.
Warren	Warrensburgh Academy.
Washington	Argyle Academy. Ft. Edward Collegiate Institute.
Wayne	Palmyra Union School. Sodus Academy.
Wyoming	Perry Academy. Pike Seminary.
Yates	Penn Yan Academy.
Total academies, 87.	

PROVISIONAL APPOINTMENTS.

Broome	Windsor Academy.
Cayuga	Cayuga Lake Academy.
Delaware	Walton Academy.
Eric	Aurora Academy.
Essex	Keeseville Academy.
Genesee	Rural Seminary. Genesee and Wyoming Seminary.
Madison	Oneida Seminary.
Oneida	Sauquoit Academy.
Ontario	Naples Academy.
Otsego	Hartwick Seminary.
St. Lawrence	St. Lawrence Academy.
Schoharie	Schoharie Academy.
Tompkins	Groton Academy.
Wayne	Newark Union School. Red Creek Union Seminary.
Wyoming	Attica Union School. Warsaw Union School.
Total provisional appointments, 18; total both, 105.	

III. PRELIMINARY ACADEMIC EXAMINATIONS.

The details of the system, as at present conducted, are shown the following copy of the last circular of instructions, and by forms, etc. appended thereto:

UNIVERSITY OF THE STATE OF NEW YORK, }
 OFFICE OF THE REGENTS, }
 ALBANY, *October 25, 1867.* }

the Examining Committees and Principals of Academies:

The preliminary academic examinations to be held under the action of the Regents, during the academic year 1867-8, will run as follows:

- | | |
|-------------------------|--|
| 1. Fall term, 1867, | } Thursday { Nov. 7th and 8th, 1867.
and { Feb. 20th and 21st, 1868.
Friday. { June 4th and 5th, 1868. |
| 2. Winter term, 1867-8, | |
| 3. Spring term, 1868, | |

It is earnestly recommended that in all Union schools this system of examination be made a condition of admission to the academic department, so that all scholars in such departments will be academic scholars; and that the examination be made annual in such schools, and also in academies in which the objects proposed can be secured by an annual examination only. Academies and schools which adopt this suggestion of annual examinations, are requested to send early notice to this office.

The following, among other important ends of this system of examinations, should be kept distinctly in view:

I. A uniform standard of scholarship in studies declared by the State to be preliminary to the classics and the higher branches

English education, as a condition of the distribution of the Literature Fund.

II. More thorough instruction and more exact scholarship in the elementary English branches.

III. The effect of the system in elevating the general standard of scholarship; and the substantial value, to the pupil, of the Regents' certificate as an official testimonial of scholarship.

The following instructions are to be observed in conducting the examinations:

1. The candidates for the examinations are only those students who are "presumed to have completed preliminary studies" (*Man-*

ual, page 60); those who, at the commencement of the term were "provisionally admitted to the academic class" (*Manual*, page 61); and those who have thus far passed in only a part of the required studies. Scholars who, in the judgment of the principal, do not give fair promise of passing the examination, should not be admitted to it.

Pupils who have passed the examination in some of the branches at other academies, need not be re-examined in those branches, provided the fact of their having so passed is properly attested.

2. Whenever the scholars to be examined are too numerous for a single class, they may be divided into two or more classes, and be examined at the same time, on the same subject, in different rooms.

3. Sets of printed questions in arithmetic, English grammar, geography and spelling, will be sent to the chairman of the examining committee, one week before the examination, provided the number of sets of questions needed, and the name of the chairman are seasonably furnished.

4. The examination in geography and spelling will be held in the forenoon of Thursday; in grammar, in the afternoon; and in arithmetic, on Friday. The time for geography is limited to one hour and a half; for spelling, one hour; for grammar, two and a half hours; and for arithmetic, four hours. Pupils should be allowed the benefit of the full time assigned, but these limits may in no case be exceeded.

5. The following arrangement of the examination exercises is recommended:

THURSDAY.

Geography	9:00 to 10:30 A. M.
Recess	10:30 to 11:00 "
Spelling	11:00 to 12:00 "
Grammar	1:30 to 3:00 P. M.
Recess	3:00 to 3:30 "
Grammar, concluded	3:30 to 4:30 "

FRIDAY.

Arithmetic	10:00 A. M. to 12:00 M.
Arithmetic, concluded	2:30 to 4:30 P. M.

Preliminary arrangements should be so perfected that the actual work of the examination may commence at the hours named, and proceed without interruption.

6. When the class is assembled for examination in any subject, each member be furnished with white foolscap paper, pen and ink, and (except in spelling by dictation exercises) with a copy of the questions to be used at that session. The written answers are to be numbered to correspond with the questions. The processes in arithmetic are to be given in full, as well as the answers, and special attention should be given to the general order, legibility and neatness of the work.

7. The committee should carefully guard against all influences tending to produce embarrassment, or to prevent an unrestrained exercise of the pupils' powers. They should not give any explanations of the questions, or any aid to their solution, nor allow books to be consulted, or any communication by signs or language. Two scholars should not be permitted to occupy the same desk. Any scholar attempting to give or obtain assistance should be summarily dismissed from the class.

The presence of spectators being likely to embarrass or divert the attention of the pupils, it is recommended that only the committee and the principal be present with the class.

8. At the close of the examination in geography and spelling, and of each session in grammar and arithmetic, the pupils are to read and endorse their papers with the subject and their respective names, and return them, together with the printed questions, to the committee, to be retained by them.

9. To relieve the committees of burdensome labor, the answers of the scholars may first be examined by the principal and other teachers, and only such as, in their judgment, have the required number of correct answers need be submitted to the committee. A list of answers may also be prepared by the teachers for the use of the committee, with whom the final decision rests.

10. Correct answers must be given to at least seventy-five per cent of the questions on each subject to entitle any pupil to a pupils' certificate. A larger percentage of correct answers on one subject cannot be applied to make up a deficiency on another.

11. The examining committee and the principal are to certify, in a prescribed form, that all the instructions have been fully and faithfully observed, and are to furnish the name, age, residence and number of correct answers of each pupil who sustains the examination in all or any of the required branches.

It is earnestly hoped that the committee will not regard their duties as a mere form, but as demanding vigilance and discrimina-

tion, in which all the academies of the State are jointly interested, and on which the success of the system rests; considering, also, that they act in their certificates for the Board of Regents themselves. The labor is often severe and protracted, and the consciousness of having performed a great public service, will be the highest reward.

12. Sets of answers—*i. e.*, the four papers of each scholar certified to have passed the examination (including the papers of former examinations at which pupils passed in a part of the branches)—are to be selected by lot and forwarded to this office together with the certificate of the committee, at the earliest practical date. The other papers containing the requisite number of correct answers, should all be preserved. The number of sets to be sent will be determined by the following table:

For less than forty scholars.....	3 sets.
For forty and less than fifty scholars	4 sets.
For fifty and less than sixty scholars	5 sets.
For sixty and less than seventy scholars	6 sets.
For seventy and less than eighty scholars	7 sets.
For eighty and less than ninety scholars	8 sets.
For ninety and less than one hundred scholars..	9 sets.
For one hundred or more scholars	10 sets.

If only one or two pupils pass the examination, their papers are to be sent in full.

13. The printed questions are to be preserved, as far as practicable, from being soiled or mutilated, and returned in a separate package, as printed matter, by post or otherwise.

14. The execution of these instructions is entrusted to the examining committee, and at least one member should be present through the examination of each class. The principal is expected to co-operate with and aid the committee, but not to control the action.

15. This circular should be read to the class, or, if preferred, the whole school, and should be carefully preserved for use at several examinations of the year.

The certificate of academic scholarship will be issued by Regents, to each pupil duly certified as having passed in all prescribed branches, at the earliest practicable date after receipt of the certificate of the committee.

By order,

S. B. WOOLWORTH, *Secre*

PRELIMINARY ACADEMIC EXAMINATION

Of _____ Academy,
Held _____ 186 .

CERTIFICATE OF THE EXAMINING COMMITTEE.

The undersigned, appointed by the trustees of _____, a committee to attend an examination of students for the academic class in said institution, as required by the ordinance, chapter 4, of the Regents' *Manual*, pp. 60-62, and the circular of October 25, 1867, do hereby certify that at least one of their number attended the examination, on each subject, held on the days above named, that they have examined the written answers of the pupils, and that the following is a summary of the results:

	Arith.	Geog.	Gram.	Spelling.
1. Number admitted to the said examination in each branch				
2. Number who passed in each branch, at said examination				
3. Number hereby certified to have passed in some studies at a previous examination, and included under next head (4)				
4. Number now entitled to receive certificates from the Regents				

The committee further certify, that the examination was conducted in all respects as directed by the *Manual*, the circular above referred to, and the directions printed on the envelopes containing the questions; that all the papers containing the required number of correct answers, including those drawn by lot and herewith forwarded, are as they were originally written during the respective sessions of the examination, by the students whose names are endorsed on them, without addition, alteration, or assistance from any source; and that the following is a true list of the names, ages and residences of the scholars entitled to the said certificate, and of those not yet entitled to certificates, but

who passed in one or more branches at the said examination, together with the number of questions on each subject correctly answered by them respectively in the branches in which they passed.

All of which is hereby certified this _____ day of _____, 186 .

Attest,

Principal,

*Com-
mittee.*

☞ Let the above certificate and the accompanying blank for the list of students be filled and forwarded, without unnecessary delay, to the Secretary of the Board of Regents, together with the sets of written papers as required by the circular of instructions dated October 25, 1867.

The form of certificate issued by the Regents to those who pass the examination, is as follows :

UNIVERSITY OF THE STATE OF NEW YORK.

BY THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK :

Whereas, The Committee of Examination and the Principal of

have certified to the Regents of the University that at an examination held by their appointment, the and days of 186 , was found to have attained the proficiency required by their Ordinance, for admission to the Academic Class ;

Now therefore, Be it known, that the aforesaid

has been registered in the Office of the said Regents of the University as an

ACADEMIC SCHOLAR,

and that all Academies and Institutions of learning in this State, subject to their visitation, are authorized to receive h , as such, without further examination.

In Witness whereof, the said Regents have caused the names of their Chancellor and Secretary to be hereto affixed, at the City of Albany, this day of in the year one thousand eight hundred and sixty .

Chancellor of the University.

Secretary.

No.

The names of the Regents of the University, and the name of the Academy at which the examination was passed, are endorsed in print ; also the local number of the certificate, and the counter-signature of the Principal. The number on the face of the certifi

ite is the total at the time, of all the certificates issued by the agents.

The character of the questions prescribed by the Regents, is shown by the following selections, which include one set, from free in each branch, used during the academic year 1866-7 :

EXERCISE IN SPELLING.

NOVEMBER 7TH, 1866.

[Each italicised word in the following sentences is to be written by each pupil. Let the principal read the sentence and then distinctly and properly pronounce each italicised word (with its prefixed number), allowing sufficient time for writing it before the next word is pronounced.

Let the number of errors of each pupil of the entire class be ascertained and endorsed on a paper, and the same proportion of these as of the other papers be sent to the Regents. Any form of a word approved by either Webster or Worcester, may be accepted as correct.]

I. The (1) *lesson* will (2) *begin* at the (3) *beginning* of the (4) *treatise*.

II. (5) *Sets* of (6) *apparatus* are (7) *necessary* for the (8) *illustration* of the (9) *physical* (10) *sciences*.

III. On the (11) *eighth* of (12) *February*, a (13) *Connecticut* (14) *peddler* (15) *wearing* a (16) *suit* of (17) *gray* (18) *clothing*, (19) *displayed* his (20) *wares* in an (21) *avenue* of (22) *Cincinnati*.

IV. The (23) *plane* of the (24) *horizon* is (25) *horizontal*.

V. (26) *Joseph's* (27) *brethren* sold him to the (28) *Israelites*.

VI. The (29) *oak* is a (30) *symbol* of strength: the vine, of (31) *dependence*: the (32) *cypress*, of (33) *sorrow*: the elm, of (34) *elegance*: the (35) *fir*, of (36) *symmetry*; and, as an evergreen, of (37) *immortality*.

VII. (38) *Fur* is warm but costly (39) *apparel*.

VIII. The (40) *Missouri* river empties into the (41) *Mississippi*.

IX. Strike the loud (42) *cymbal*.

X. The (43) *judge* of the supreme court (44) *affirmed* the (45) *judgment* of the lower (46) *tribunal*.

XI. (47) *Ladies* and (48) *gentlemen*, the (49) *programme* will open with a (50) *quartette* and (51) *chorus*.

XII. A (52) *council* of war was called, and the general (53) *conferred* with the (54) *colonels* and (55) *civilians* present.

XIII. "He looked and saw a (56) *spacious* (57) *plain*, whereon were tents of various (58) *hue*; by some were (59) *herds* of (60) *cattle* (61) *grazing*; others whence the sound of (62) *instruments* that made (63) *melodious* (64) *chimes*."

- XIV. Hiram had (65) *hewers* of wood.
- XV. None are (66) *too* young to (67) *try*.
- XVI. (68) *Matthew* (69) *tries* to learn.
- XVII. The (70) *czar* (71) *supported* his (72) *pretensions*.
- XVIII. (73) *Scholar*, (74) *soldier*, (75) *surgeon*, (76) *sergeant*, (77) *sheriff* and (78) *sovereign*, all begin with *s*.
- XIX. (79) *Binghamton* is in (80) *Broome* county; (81) *Syracuse* in (82) *Onondaga*.
- XX. (83) *Reading*, (84) *Spelling*, (85) *Writing*, (86) *Arithmetic*, (87) *Grammar* and (88) *Geography*, are very important branches of (89) *education*.
- XXI. James and (90) *two* other boys were (91) *there*.
- XXII. The (92) *schooner* was lost at (93) *sea*, (94) *off* Cape (95) *St. Roque*.
- XXIII. (96) *Their* eyes (97) *see* clearly.
- XXIV. "From (98) *scenes* like these old Scotia's (99) *grandeur* springs."
- XXV. "Vanity of (101) *vanities* saith the Preacher."

GEOGRAPHY.

NOVEMBER 7TH, 1866.

1. Mention the grand divisions of the earth, and state within which hemispheres (northern or southern, and eastern or western) each is principally included.
2. Give a similar statement in relation to the several oceans.
3. Describe the *equator*, the *tropics* and the *polar circles*.
4. Define *latitude* and *longitude*.
5. Name the several *zones*, and state within or between what circles each is included.
6. Illustrate the relative positions of the equator, tropics, polar circles, and zones, by a small circular diagram, similar to an outline map of a hemisphere.
7. Mention the three largest islands of the globe (excepting the so-called continents), in the order of their size.
8. What *bay* and *strait* separate British America from Greenland?
9. What parallel of latitude forms the northern boundary of the United States from the Lake of the Woods to the Gulf of Georgia?
10. What is the capital of Canada, and how is it situated?

11. What strait connects Lake Huron with Lake Michigan?
12. What is the capital of California?
13. What river forms part of the boundary between New York and Pennsylvania?
14. Name and describe the largest river within the State of Virginia.
15. Which are the three largest of the West India Islands?
16. Where and what is Terra del Fuego?
17. Mention the countries comprised in the British Isles.
18. What strait separates Spain from Africa?
19. What mountains between Norway and Sweden?
20. What large river of Russia empties into the Black Sea?
21. What mountains form the boundary line between China and Hindoostan?
22. Where is the empire of Japan, and of what does it consist?
23. Is the greater part of Africa north or south of the equator? Represent the shape of Africa by a small outline map, and draw a line across it to correspond to the position of the equator.
24. Where is the island of St. Helena? (Nearest which grand division, in what ocean, and hemispheres, and in about what latitude and longitude?)

ARITHMETIC.

MARCH 1ST, 1867.

(MORNING SESSION.)

1. Express in words the number 42567000129301.
2. Multiply five hundred and forty thousand six hundred and nine by seventeen hundred and fifty.
3. Give the rule for reduction descending.
4. How many steps of two and one-half feet each, would a man take in walking a mile.
5. How is a whole number reduced to a fraction of the same value, having a given denominator?
6. What is the value of $\frac{3}{8}$ of $\frac{2}{3}$ of $\frac{1}{4}$ of $\frac{1}{2}$ when reduced to a single fraction of the lowest terms?
7. Give the rule for reducing several fractions to equivalent fractions having the least common denominator.
8. Add $3\frac{3}{4}$ to $4\frac{1}{8}$.
9. Write in figures, two and six hundred-millionths.

10. Reduce $\frac{1375}{8888}$ to a decimal.
11. Multiply seven thousand and five, by three hundred, and five millionths.
12. Divide 126.45 by 493.256.
13. The ratio of two numbers is 9, and the antecedent 90; what is the consequent?
14. Find the value of the missing term in the following proportion: $\$4 : (?) :: 9 : 16$.

ARITHMETIC.

MARCH 1ST, 1867.

(AFTERNOON SESSION.)

15. If 56 lbs. of butter cost \$15.60, what will .078 of a ton cost?
16. If 96 horses eat 192 tons of hay in one winter, how many tons will 150 horses eat in 6 winters?
17. In 1 yr. 4 mo. \$311.50 amounted to \$336.42 at simple interest; what was the rate per cent?
18. What is the interest of \$14,231.50 from June 29, 1860, to April 30, 1865, at $8\frac{1}{4}$ per cent?
19. Three notes are payable as follows: one for \$200, January 1, 1866; another for \$350, due Sept. 1, 1866; a third for \$500, due April 1, 1867; what is the average of maturity, or the equated time of payment?
20. How much will it cost to carpet a parlor 18 feet square, with carpeting $\frac{3}{4}$ yd. wide, at \$1.50 per yard.
21. The difference in the local time of two places is 2h. 18m 35s.: what is the difference in longitude?
22. 33 is $2\frac{3}{4}$ per cent of what number?
23. What is the length of each side of a square field which contains five acres?
24. A note for \$470.66 drawn at 60 days, is discounted at bank at 6 per cent; what are the proceeds?

The necessary computations are to be given by each pupil, as well as the answers.

GRAMMAR.

JUNE 13TH, 1867.

(FIRST SESSION.)

EXERCISE.

- (1) " God made the country and man made the town.
- (2) What wonder then that health and virtue, gifts
- (3) That can alone make sweet the bitter draught
- (4) That life holds out to all, should most abound
- (5) And least be threatened in the fields and groves?
- (6) Possess ye, therefore, ye who, borne about
- (7) In chariots and sedans, know no fatigue
- (8) But that of idleness, and taste no scenes
- (9) But such as art contrives, possess ye still
- (10) Your element; there only can ye shine."

(COWPER'S TASK.)

QUESTIONS.

1. How many letters in the first line of the above exercise are *equids*?
2. Write the words in the first five lines which contain *diphthongs*, enclosing each diphthong in a parenthesis.
3. Which words in the sixth line are *dissyllables*?
4. Write the words in the exercise which are *trisyllables*, and mark the accented syllable in each.
5. Which line contains no *noun*?
6. What part or parts of speech (or classes of words) are not contained in the above exercise?
7. What *irregular verbs* occur in the exercise?
8. What *passive participle* (used only as such)?
9. What *verbs* in the exercise are in the *indicative mood*?
10. What *verbs* in the *potential mood*?
11. What *verbs* in the *imperative mood*?
12. What *adjectives* occur in the exercise?
13. What *personal pronouns*?
14. What *relative pronouns*?

Pupils who have sufficient time, are requested to arrange all other words in the above exercise into columns, according to the parts of speech (or classes of words) to which they belong: also to state how many, and what kind or kinds of feet are used in each line.

Accuracy in either of these items may be counted as one correct answer.

GRAMMAR.

JUNE 13TH, 1867.

(SECOND SESSION.)

15. In the sentence,

"God made the country and man made the town,"

what words, phrases or clauses does "*and*" connect?16. What is the *leading subject* of the following sentence:

- (1) What wonder then that health and virtue, gifts
- (2) That can alone make sweet the bitter draughts
- (3) That life holds out to all, should most abound
- (4) And least be threatened in the fields and groves?"

17. What is the *predicate* of the same sentence?18. Parse "*that*" in the first line.19. Parse "*that*" in the second line.20. Parse "*that*" in third line.21. Parse "*health*" and "*virtue*," and the *verbs* of which they are the joint subject.22. Parse "*wonder*" in the first line.23. Parse "*gifts*" in the first line.24. Parse "*sweet*" in the second line.

Pupils who have time, will please give an analysis of the above sentence, "*What wonder then*," &c., according to any familiar system; with *one credit* for accuracy in this particular.

[For results of the several examinations held during the year 1866-7, see Appendix to Schedule No. 3, pp. 310-315]

THE UNIVERSITY CONVOCATION OF THE STATE OF NEW YORK.

MINUTES OF THE FOURTH ANNIVERSARY, AUGUST 6, 7 AND 8, 1867.

The sessions of the Fourth Anniversary of the University Convocation of the State of New York were held at the lecture room of the State Agricultural Society, in the city of Albany (the Assembly chamber of the Capitol being occupied by the Constitutional Convention), commencing on Tuesday, August 6th, 1867, at ten and one-half o'clock A. M., and closing on Thursday, August 7th, at twelve o'clock M.

The Convocation was called to order by Chancellor Pruyn, President *ex-officio*.

Rev. Regent Luckey led the Convocation in the use of the Lord's Prayer.

The Chancellor addressed the Convocation as follows :

GENTLEMEN: We meet under circumstances of much interest. The cause of education during the past year has made large advances, not only in our own State, but also in every part of the country. Notwithstanding the depressed condition of the Southern States, many of their institutions of learning have been re-opened, and commendable efforts have been made in various directions in elevating education. In other parts of the Union, much has been done to strengthen the colleges and academies, and liberal additions made to the already large endowments of Harvard and Yale, show the high regard entertained for these old and honored institutions.

In our own State, in addition to the liberal aid extended to many of our institutions of education by individuals and by local authorities, provision has been made for founding four additional Normal Schools—one at Fredonia, one at Brockport, one at Cortlandville and one at Potsdam. At each of these places, about twenty thousand dollars have been contributed by the citizens or local authorities in aid of the projected institutions.

By an act of the last Legislature, the common schools of the State have been made free, and the means of education are thus placed within the reach of all without money and without price.

The Convention for revising the Constitution of our State is now holding its sessions in this city. Among its standing committees is one on "Education," of which Mr. Curtis, a member of the Board of Regents, is chairman, and Mr. Clinton, another member of the Board, is also one of its number. What this committee intend to recommend in regard to educational matters, I am not informed, and, indeed, I believe that as yet they have not reached any conclusion. They will, I presume, confine their action chiefly to the establishment of important principles and of proper safeguards, leaving it to the Legislature to provide details.

There is much work before the Convocation, and I feel that I must be brief. On behalf of the Regents of the University, I welcome you very cordially on this occasion, and hope that the proceedings of the Convocation will be of permanent benefit to the cause we have at heart—that of the education of the people.

The Executive Committee appointed by the Chancellor at the last Convocation and having in charge the general preliminary arrangements, consists of Professor Upson, of Hamilton College; Professor Perkins, of Union College; Professor French, late of the State Normal School; Principals Clark, of Canandaigua Academy; Crittenden, of Packer Collegiate Institute; Wells, of Peekskill Academy; and Steele, of Elmira Academy.

Professor Upson, in behalf of the Executive Committee, reported the following order of exercises, and recommended its adoption:

ORDER OF EXERCISES.

Sessions (except the first), 9 A. M. to 1 P. M.; 3¼ to 5¼ P. M.; 8 P. M.

Joint Sessions, morning and evening; Sectional Sessions, each afternoon.

Tuesday, August 6.

10½ A. M. Opening of the Convocation, Preliminary Report of the Executive Committee and Miscellaneous Business.

11½ A. M. The Nature and Method of teaching Mathematics, by Professor WM. D. WILSON, of *Hobart College*.

12½ P. M. The Modern Languages, by Professor ADOLPH WERNER, of the *College of the City of New York*.

1 P. M.

Recess.

3½ P. M. What further action is desirable in relation to the Decimal System of Weights and Measures? by Professor J. B. THOMSON, of *New York*.

College Section.

- 1 P. M. "Report on the advisableness of having the entrance examination to college conducted in whole or in part by a special board of Examiners to be appointed by the Regents," by President JOHN W. LINDSAY, of *Genesee College*, Chairman of Committee.

Academy Section.

- 3½ P. M. Report on "A Suitable course of study and appropriate testimonials for females in the higher institutions of the State," by Regent ERASTUS C. BENEDICT, Chairman of Committee.
- 5 P. M. A Uniform Course of Study for Academies, by Professor CHARLES S. HALSEY, of *Canandaigua Academy*.

- 5 ½ P. M. *Recess.*

- 3 P. M. Hon. HENRY BARNARD, U. S. Commissioner of Education, is expected to address the Convocation.

The report of the committee was accepted and adopted as the order of business for the day,

Secretary Woolworth moved the appointment, by the Chair, of a special committee to prepare a suitable memorial of several recent members of the Convocation, whose decease has occurred during the past year. The motion was unanimously adopted.

Acting President William D. Wilson, of Hobart College, read a paper on "The Nature and Method of Teaching Mathematics" (Vice-Chancellor Verplanck in the chair.) By request, the "differential equation of free will" alluded to in the paper, was subsequently placed upon the blackboard.

Regent Wetmore suggested the importance of utilizing, as far as possible, the subject matter of the papers read, by oral discussions, and the consequent need of regarding the usual limit of time assigned to written papers, which, on some previous occasions, has been disregarded.

The subject of the paper was discussed by Principals Clark, of *Canandaigua Academy*; Snook, of *Monticello Academy*; Wilson, of *Newark Union Free School*; Professors Perkins, of *Union College*; J. B. Thomson, of *New York City*, and Haytt, of *Rutgers Female College*.

At the assigned place in the order of exercises, Professor Adolph Werner, of the College of the City of New York, addressed the Convocation on the subject of "The Modern Languages."

This subject was further discussed by Rev. Regent Luckey; Principal Wilson; Professor Hyatt; Principal Whipple, of Lansingburgh Academy; and Vice-Chancellor Verplanck.

The Convocation then took a recess until 3½ P. M.

Afternoon Session—3½ o'clock.

The Convocation was called to order by the Vice-Chancellor.

Regent Wetmore offered the following resolution, which was adopted by rising:

IN CONVOCATION of the Trustees and Faculties of the Colleges and Academies of the State of New York.

ALBANY, August 6, 1867.

Resolved, That the members in attendance on the State Constitutional Convention, now in session at this city, be respectfully invited to attend and take part in the proceedings of this Convocation, held under the invitation of the Regents of the University of the State of New York.

Resolved, That the preceding resolution, authenticated by the officers of the Convocation, be presented to the President of the State Constitutional Convention.

The following report of the special committee appointed by the Chancellor at the last Convocation, in pursuance of a resolution adopted by the Convocation of 1865, on "A suitable course of study and appropriate testimonials for females in the higher institutions of the State," was read, in behalf of the committee by Principal J. C. Gallup, of the Female Department of the Clinton Grammar School (Houghton Seminary) as follows:

The committee appointed upon the subject of a suitable course of study and appropriate testimonials for females in the higher institutions of the State, would respectfully submit the following as the result of their deliberations:

While comparatively slight diversity of sentiment prevails among educators upon what is deemed a full course of study for young men, or the gradating steps by which it is to be attained, there seems to be a crude and as yet unsettled state of opinion upon the whole question when applied to the training of young women; and yet no attentive observer of the progress of society can fail to see that this, and questions kindred to it, are rapidly forcing their way upon public attention.

We are not blind to the fact that there seems to be an increase in the number of those who would demolish all distinctions, political, educational and social between the sexes, ignoring alike the providence of God and the common sense of mankind. These would throw open the doors of our colleges, medical and law schools to women, and have their various classes filled indiscriminately with students of both sexes. The furtherance of these views your committee do not understand to be any part of their duty, but rather to present to the Convocation a system or course of study upon which, if possible, all the institutions of a higher grade engaged exclusively in the education of young women can be induced to unite, appropriating to each year of the course its own especial branches of study, in order that a young lady passing from one institution to another may find herself still in the same class or stage of progress in which she would have been had she remained in the school originally entered: whereas, in the present chaotic state of things there seems to be no uniformity whatever in this particular. This object once attained, there will be but little difficulty in determining what and how much a diploma or degree conferred by an institution of this character represents.

Your committee find this task at once delicate, complicated and difficult of attainment, because, chiefly, of the numerous adjuncts, to what for the other sex is called a complete course of study, which are necessary in female culture. And yet, while these cannot be ignored, the degree of attention devoted to them, must, to a large extent, be determined by the means, taste, capacity and purposes of individual students. We base our report upon the position that the sphere of woman does not cover or embrace the entire field of human activities and obligations, but that her mental organization, her tastes and her destiny are peculiar to herself, and that she therefore requires a curriculum of study adapted to these peculiarities.

Upon examining and comparing the courses adopted by the Troy, Vassar, Elmira, Houghton, Canandaigua and Ingham institutions, we find not only a wide diversity of sentiment indicated as to what studies shall be considered as best adapted to the different years and terms, but we also find that some of these embrace nearly twice as much as others in the course marked out. Your committee are of the opinion that danger arises from an attempt to crowd too much mental labor into a given space of time, thereby sacrificing thoroughness to variety. We believe that the necessity now pressing most seriously upon the class of institutions under consideration is that of thoroughness and uniformity. We find that while about one thousand students annually resort to the above named institutions, less than two score complete the prescribed course and graduate from them; the result of which is an extreme difficulty in finding ladies satisfactorily qualified for

the position of preceptress of an academy or instructor in the higher grade of female seminaries. Multitudes know something of mathematics, natural sciences, French and *belle-lettres*, and imagine themselves, and are recommended by their friends, to be qualified to instruct in these branches, who, upon trial, prove utterly deficient. We believe that while one and perhaps the chief cause of this state of things is to be found in the want of a more correct and well defined public sentiment upon this subject, not a little responsibility rests with the institutions themselves.

They would therefore recommend the adoption of the following curriculum by all the female seminaries of a higher grade in the State, it being assumed that a thorough knowledge has been attained of elementary branches, including Reading, Spelling, Writing, Arithmetic, Grammar, Geography, U. S. History, Latin Grammar and Reader, Cæsar, or an equivalent, and Elementary Algebra, before entering; these branches to be taken up in the order in which they are named in this report :

First Year.

University Algebra, Gramatical Analysis, Sallust, Ancient History, Physical Geography, Physiology and Hygiène, Virgil, Modern History, Bible and Exercises in Composition, with Elocution throughout the year.

Second Year.

Geometry, Virgil, Natural Philosophy, Chemistry, Trigonometry, Rhetoric, Cicero, Botany, Bible and Exercises in Composition throughout the year.

Third Year.

German History, Livy, Evidences of Christianity. Political Economy or Science of Government, Mathematical Astronomy, Select Odes and Satires of Horace, Geology, English and American Literature, Bible and Composition throughout the year.

Fourth Year.

Natural Theology, Moral Science, Elements of Criticism, Critical Reading of Standard Poets, Philosophy of History, Metaphysics, Philosophy, Logic, History of Literature, Butler's Analogy, and Essays throughout the year.

In the foregoing it will be at once seen that neither the Modern Languages nor the arts of Painting and Music are incorporated, not, however, understood that these are to be ignored as essentials. On the contrary, they are deemed of great importance and should be freely distributed throughout the course;

this is judiciously done, instead of proving a hindrance to progress in other branches, they may be relied upon as most valuable aids, by unbending the mind and serving as recreations. And in many cases it may be thought expedient to require less of Latin, and substitute for it the French, German and Italian languages. Physiology is placed early in the course, because, first, it is believed that young ladies cannot too soon become familiar with their physical structure and the laws of health; and second, because many may not prosecute the full course, and it is desirable that all shall possess a knowledge so essential to their future welfare.

It will also be observed that we recommend the study of the Bible throughout the entire course. This is done inasmuch as we believe a knowledge of the Scriptures an essential part of the education of every woman. Not that we would have women theologians in a sectarian or controversial sense, but that in her family, in the Sabbath school, and in all her intercourse with the young she may be able to exert that moral influence for which, in the Providence of God, she is so eminently designed.

The committee recommend that a course of study such as is here presented be adopted by the Regents, with such modifications as to them may seem necessary, as the collegiate course for young women; and that all academies which shall adopt and pursue such course in good faith be known as the Regents' Academies for Young Women; and that the graduates of such academies who, on public final examination, shall be certified to have satisfactorily completed such course, shall be entitled to receive a diploma as Regents' Graduates in Art; and that a uniform certificate be prepared by the Regents for all such seminaries, and be signed by the proper academic authorities of such academies respectively, and by the Chancellor and Secretary of the Regents, it being understood that the Regents shall be notified of the time and place of such final examination, and shall have the right to be represented at the same by a committee of the Regents.

(Signed) ERASTUS C. BENEDICT, *Chairman.*

Regent Benedict, as chairman of the committee submitting the report, made some statements in exposition of the views therein presented, and alluded to a very valuable letter on the same subject which had been received by a member of the committee from Miss M. E. Thalheimer, of Packer Collegiate Institute, and which he regarded as worthy of publication.

On motion of Principal Graves, of Oneida Conference Seminary, it was directed that a copy of this letter be solicited for publication in connection with the proceedings of this Convocation.

The subject-matter of the report was further discussed by Secretary Woolworth; President Hickok, of Union College; Principal [Senate No. 49.]

Graves, of Oneida Conference Seminary; Chancellor Ferris, of the University of the City of New York; and President Raymond, of Vassar College.

On motion of Mr. Regent Wetmore, it was unanimously

Resolved, That the report of the committee be accepted, the committee discharged, the report printed, and the further consideration postponed until the next Convocation.

Secretary Woolworth stated that the chairman of the special committee appointed by the last Convocation to report on this subject (Professor Davies) being unable to be present on this occasion, Professor J. B. Thomson, of New York, has consented to read a paper on the same subject.

Professor J. B. Thomson then read a paper on "The Decimal System of Weights and Measures."

After the reading of Professor Thomson's paper, Secretary Woolworth submitted the following resolution:

Resolved, That this Convocation, in view of the advantages of the *metric system* of weights and measures, recommend its introduction as a branch of study in all our public schools and academies at the earliest day practicable.

Discussion ensued, in which the following persons took part: Regent Perkins, Professor Perkins, of Union College; Principal McVicar, of the Brockport Normal School; Principal Clarke, of Canandaigua Academy; and Professor Murray, of Rutgers (N.J.) College.

The pending resolution was then adopted, and the Convocation took a recess until 8 o'clock P. M.

Evening Session—8 o'clock.

In the absence of Hon. Henry Barnard, U. S. Commissioner of Education, who had been expected to address the Convocation at this time, Professor Benjamin N. Martin, of the University of the City of New York, read a paper entitled "The Classics in Education."

The views of the paper having been very earnestly commended by Regents Wetmore and Benedict, Professor Perkins, of Union College, and Secretary Woolworth, on motion of Regent Wetmore, it was unanimously

Resolved, That the thanks of the Convocation are eminently due to Professor Martin for this delightful paper, and that he be requested to furnish a copy for immediate publication in separate form, to be distributed to the various institutions subject to the visitation of the Regents.

The Chancellor announced the order of exercises for the second day (Wednesday), as proposed by the Executive Committee.

The Convocation then adjourned to Wednesday morning at 9 o'clock.

SECOND DAY.

Morning Session—9 o'clock.

The Convocation assembled at 9 o'clock A. M., Regent Wetmore in the Chair.

The usual devotional exercises were led by Rev. Chancellor Ferris, of the University of the City of New York.

Professor Upson, in behalf of the Executive Committee, reported the following order of exercises for the day, which was adopted :

ORDER OF EXERCISES.

Wednesday, August 7.

- 9 A. M. Opening of the Convocation, Preliminary Report of the Executive Committee, and Miscellaneous Business.
- 9½ A. M. The Study of Philosophy, by Professor LOUIS JOUIN, of *St. John's College*.
- 10½ A. M. Report on "Voluntary Endowments of Academies," by Chancellor PRUYN.

College Section.

- 11½ A. M. "Report on the advisableness of having the entrance examination to college conducted in whole or in part by a special board of Examiners to be appointed by the Regents," by President JOHN W. LINDSAY, of *Genesee College*. Chairman of Committee.

Academy Section.

- 11½ A. M. A Uniform Course of Study for Academies, by Professor CHARLES S. HALSEY, of *Canandaigua Academy*.
- 12½ P. M. The desirableness of greater uniformity in the arrangement of Academic terms and vacations. (Discussion.)

1 P. M.

Recess.

- 3½ P. M. The Study of Mathematics, by Professor GERARDUS B. DOCHARTY, of the *College of the City of New York*.

4½ P. M. Educational Economy, by Professor DAVID MURRAY, of
Rutgers College, N. J.

5 P. M. Literary Exercises in Academies, by Principal SAMUEL
J. LOVE, of *Jamestown Academy*.

5½ P. M. *Recess.*

8 P. M. Hon. HENRY BARNARD, U. S. Commissioner of Education,
is expected to address the Convocation.

The Chancellor invited the Convocation to meet the members of the Constitutional Convention at his residence after the close of the evening session.

Professor Louis Jouin, of St. John's College, read a paper entitled "The Study of Philosophy."

The subject of the paper was discussed until the time for the next order of business by Professor Martin, Regents Wetmore and Benedict, and Principal Whipple.

A report in part on "Voluntary Endowments of Academies," prepared at the request of the Executive Committee, was presented by the Chancellor.

Secretary Woolworth, Chancellor Ferris (by request of the chair), Rev. Regent Luckey, Superintendent Rice and Professor Upson severally took part in the discussion of the subject of the Chancellor's paper.

Regent Benedict offered the following resolution:

Resolved, That the University Convocation respectfully recommend to the Convention now in session and to the State Legislature to adopt some safe system by which the State will accept, as trustee, donations which may be made for the benefit of public education in particular educational institutions, the State to retain the fund and pay the income thereof according to the terms of the trust, forever.

The mover spoke in favor of the resolution and of "monumental benefactions."

The resolution was unanimously adopted, and ordered to be transmitted to the Convention and to the Legislature.

The following order was also taken on motion of Regent Wetmore:

- 1st. That the report be accepted as a report in part.
- 2d. That it be recommitted.
- 3d. That so much of the report as the Chancellor may deem proper be published as a part of the proceedings.
- 4th. That the Regents be requested to continue the same committee in charge of this subject.

College Section—11½ o'clock.

The College Section convened in an apartment of the State Normal School building, Rev. Regent Goodwin in the chair.

President John W. Lindsay, of Genesee College, in behalf of a special committee appointed in pursuance of a resolution of the Convocation, to consider "the advisability of having the entrance examination to college conducted either in whole or in part by a special board of examiners to be appointed by the Regents," read a report on this subject, which was discussed at length by Chancellor Ferris, Professor Upson, President Raymond, Professor Murray, Warden Fairbairn, Principal Mason (by invitation), Professor M. Perkins and President Lindsay.

On motion of Chancellor Ferris, the report was recommitted to the same committee.

The College Section then adjourned to meet to-morrow (Thursday) at 10 o'clock A. M.

Academy Section—11½ o'clock.

Professor C. S. Halsey, of Canandaigua Academy, read a paper entitled "A Course of Study for Academies (Rev. Regent Luckey in the chair.)"

The subject of this paper was discussed by Principal Benedict, of Rochester Free Academy; Professor Lambert, of New York; Principals Clarke, of Canandaigua Academy; Williams, of Ithaca Academy; and Vice-Chancellor Verplanck.

Secretary Woolworth stated the desirableness of greater uniformity in the arrangement of academic terms and vacations.

After some discussion of this subject, on which no formal action was taken, the Academy Section adjourned, to meet at such time as the Executive Committee may appoint.

The Convocation then took a recess until 3 o'clock P. M.

Afternoon Session—3 o'clock.

Professor Gerardus B. Docharty, of the College of the City of New York, read a paper on "The Study of Mathematics" (Vice-Chancellor Verplanck in the chair.)

The subject of the paper was discussed by Principal White, of Aquino Academy; Professor Briggs, of Falley Seminary; and Regent Perkins.

Professor David Murray, of Rutgers College, N. J., read a paper on "Educational Economy."

The subject of this paper was discussed by Chancellor Pruyn, and Principal Wilson, of Newark Union School.

On motion of Secretary Woolworth, the thanks of the Convocation were unanimously tendered to Professor Murray for his very able and interesting paper.

The Chancellor announced as the Committee on University Necrology, in pursuance of a resolution of yesterday, Secretary Woolworth, Professor Perkins, of Union College, and Principal Mason, of Albany Academy. This committee was authorized to perfect the several biographical sketches in course of preparation, for publication as part of the proceedings of the Convocation.

Principal Samuel J. Love, of Jamestown Union School, read a paper on "Literary Exercises in Academies."

This subject was discussed by Principal Snook, of Monticello Academy; Superintendent Rice; President Raymond; and Professor Upson.

The Executive Committee reported the proposed order of exercises for the third day (Thursday.)

Secretary Woolworth announced the arrival of the Hon. Henry Barnard, U. S. Commissioner of Education, and the subject of his proposed address at the evening session.

The Convocation then took a recess until 8 o'clock P. M.

Evening Session—8 o'clock.

The chair (Regent Wetmore) announced that nineteen colleges of this State, three of other States, and sixty academies and high schools are represented in this Convocation by one hundred and twenty-five members of their respective Faculties.

The Hon. Henry Barnard, U. S. Commissioner of Education, was then introduced by the chair, with an allusion to the fact that he was formerly a pupil of Secretary Woolworth, who is equally honored by having educated such men, and by their grateful acknowledgment of heart-felt obligation.

Mr. Barnard addressed the Convocation at length in regard to the origin, plan and objects of the National Department of Education recently organized under the act of March 2, 1867.

On motion of Regent Benedict, the following resolution was unanimously adopted:

Resolved, That the members of the University Convocation of the State of New York hail with great satisfaction the provision recently made by Congress for the promotion of public education and the appointment of the present Commissioner of Education ; and they hereby tender to the Hon. Henry Barnard, the said Commissioner, their cordial coöperation and aid in the performance of the duties of his office in the manner most in accordance with his desires and experience.

At the suggestion of the chair, it was

Resolved, That a committee of three be appointed to confer and coöperate with Mr. Barnard for the promotion of the interests of education.

The Chancellor, the Superintendent of Public Instruction and the Secretary of the Board of Regents, were appointed such committee.

The Convocation then adjourned to Thursday morning at 9 o'clock, and the members, according to invitation, repaired to the residence of Chancellor Pruyn.

THIRD DAY.

Morning Session—9 o'clock.

The Convocation met at the appointed hour, Regent Wetmore on the chair.

The usual devotional exercises were led by Rev. Regent Goodwin.

The following order of exercises for this final session was reported by the Executive Committee and adopted.

ORDER OF EXERCISES.

Thursday, August 8.

9 A. M. Opening of the Convocation and Miscellaneous Business.

9½ A. M. The Study of Latin, without reference to proposed liberal or professional education, by Principal N. W. BENEDICT, of *Rochester Free Academy*.

10 A. M. The Great Pyramid, by Professor DARWIN G. EATON, of *Brooklyn*.

10½ A. M. *College Section.*

The relative time devoted to the various branches of the college course in the several colleges of this State, and in certain colleges of other States, by Assistant Secretary DANIEL J. PRATT, *Albany*.

Co-operation of Colleges of other States. (Discussion.)

Honorary Degrees. (Discussion.)

"The Military Roll of Honor" for the colleges. (Discussion.)

10½ A. M.

Academy Section.

The Regents' Examination. (Discussion.)

Normal Instruction in Academies, by Principal NOAH T. CLARKE,
of *Canandaigua Academy*.

A Paper on Reading, by Principal ALDEN B. WHIPPLE, of *Lansingburgh Academy*.

12 M.

Joint Session.

Miscellaneous Business and Adjournment *sine die*.

Secretary Woolworth stated that applications have frequently been made at the office of the Regents for information in regard to the employment of teachers in academies, and that it has seemed advisable to open a register for such applications, with a view of placing trustees and teachers in communication with each other, as vacancies occur.

On motion of Regent Benedict, it was

Resolved, That this Convocation recommend that the Regents open a register for applications from trustees who wish to employ teachers and from teachers desiring situations; and that means be employed to place such parties in correspondence, it being understood that the Regents assume no further responsibility.

Principal N. W. Benedict, of the Rochester Free Academy, read a paper entitled "The Study of Latin, without reference to proposed Liberal or Professional Education."

Vice-Chancellor Verplanck made a few remarks upon the subject of the paper of Mr. Benedict, and spoke of the desirableness of greater uniformity than now prevails in regard to the pronunciation of the Latin language, recommending this as a topic for future consideration. He also moved a vote of thanks to Mr. Benedict for his able, interesting and useful paper, which was unanimously adopted.

On motion of Secretary Woolworth, Vice-Chancellor Verplanck was unanimously requested to prepare a paper on Latin Pronunciation, to be presented at the next Convocation.

The Chancellor made a statement in regard to the paper of Professor Thomson on the Metric System, which had been read as a

substitute for the report of the committee appointed at the last Convocation, and moved that the same committee be continued, which was agreed to.

Professor Darwin G. Eaton, of the Packer Collegiate Institute, read a paper on "The Great Pyramid," and illustrated the subject by diagrams.

On motion of Regent Wetmore, it was:

Resolved, First, that a vote of thanks be tendered to Professor Eaton for the delightful manner in which he has presented this abstruse subject; second, that he be requested to furnish the paper and diagrams for publication; and third, that the same subject be recommended to Professor Eaton for further elaboration and presentation at the next anniversary of the Convocation.

Professor Martin expressed his approval of the vote of thanks, but questioned the correctness of some of the views of the paper, and thought the Convocation should not commit itself as endorsing them.

The Chancellor announced the Executive Committee for the ensuing year, as follows: Presidents J. W. Lindsay, of Genesee College; W. D. Wilson, of Hobart College; and J. H. Raymond, of Vassar College; Principals J. C. Gallup, of Clinton Grammar School; W. Higley, of Auburn Academic High School; and A. B. Whipple, of Lansingburgh Academy; and Professor D. G. Eaton, of Packer Collegiate Institute.

On motion of Regent Goodwin, it was

Resolved, That a committee of seven be appointed by the Chancellor (of which the Chancellor shall be the chairman), to confer with the Committee on Education in the Constitutional Convention, relative to the interests of higher education in this State.

The committee was constituted as follows:

Messrs. Chancellor Pruyn; Regent Goodwin; Superintendent Rice; Chancellor Ferris, of the University of the City of New York; President White, of the Cornell University; Professor Upson, of Hamilton College; and Principal Clarke, of Canandaigua Academy.

The Convocation then resolved itself into College and Academy Sections.

College Section—11 o'clock.

The College Section entered upon the order of business, Regent Wetmore in the chair.

Assistant Secretary D. J. Pratt, in pursuance of a resolution of the last Convocation, submitted a report in part on "The relative

time devoted to the various branches of the college course in the several colleges of this State and in certain colleges of other States," and asked additional time to perfect the same, which was granted.

A committee was also appointed, consisting of Professors Martin and Upson, and Commissioner Barnard, to confer with the Assistant Secretary in regard to this subject.

Under the head of "Co-operation of Colleges of other States," Assistant Secretary Pratt stated what had been done to carry out a resolution on the subject adopted by the College Section at the last Convocation.

On motion of Professor Martin, it was

Resolved, That the Regents be requested to invite the attendance of representatives of colleges of other States at future anniversaries of the Convocation.

A discussion on the subject of "Honorary Degrees" being next in order, the importance of a reform in the mode of conferring such degrees was urged by the following persons, who were also appointed a committee to prepare a report on this subject for the next Convocation: President White, of the Cornell University; Professor Martin, of the University of the city of New York; Professor Gallup, of Madison University; Professor Upson, of Hamilton College; President Wilson, of Hobart College; and Warden Fairbairn, of St. Stephen's College.

The subject of "The Military Roll of Honor of the several Colleges of the State," which was referred, at the last Convocation, to the presidents of the colleges, was taken up, and after remarks by the Chair and others, Professors Upson and Martin, and Assistant Secretary Pratt, were appointed a special committee of correspondence to confer with the college presidents on this subject.

After remarks by the Chair, expressive of his high appreciation of the interest and utility of these deliberations, this College Section adjourned *sine die*.

Academy Section—11 o'clock.

The Academy Section proceeded to consider the subjects assigned in the order of exercises (Regent Perkins in the chair).

The discussion on the "Regents' Examination," was opened by Secretary Woolworth, and continued by Principals Hamilton, of Oswego; Benedict, of Rochester; Clark, of Canandaigua; Merrill, of Watertown; Steele, of Elmira; Dann, of Warsaw; More-

use, of Albion ; Flack, of Claverack ; Graves, of Cazenovia ;
ase, of Gilbertsville ; Mason, of Albany; and Professor Briggs,
Falley Seminary.

Without taking any formal action, the Academy Section ad-
journed *sine die*.

Joint Session—12 o'clock, M.

Secretary Woolworth expressed his high gratification at the
character of the papers and proceedings of this anniversary of the
convocation.

Superintendent Rice invited all the members of the Convocation
attend, as some of them are accustomed to do, the future anni-
versaries of the State Teachers' Association.

The papers assigned to the Academy Section of this morning,
1 which were not read for want of time, viz : that of Principal
ah T. Clarke, of Canandaigua Academy, on "Normal Instruction
Academies," and that of Principal Alden B. Whipple, of Lan-
gburgh Academy, on "Reading," were directed to be published
part of the Convocation proceedings.

The appointed hour of adjournment having arrived, the Chan-
lor briefly addressed the Convocation, and declared the same
journed to meet on the first Tuesday of August, 1868.

REGISTERED MEMBERS OF THE CONVOCATION OF 1867.

Board of Regents.

John V. L. Pruyn, LL.D., Chancellor ; Gulian C. Verplanck,
LL.D., Vice-Chancellor ; Victor M. Rice, Superintendent of Pub-
lic Instruction ; Prosper M. Wetmore, New York city ; Samuel
McKey, D.D., Rochester ; Erastus C. Benedict, LL.D., New York
city ; George W. Clinton, LL.D., Buffalo ; Isaac Parks, D.D.,
Hitehall ; George R. Perkins, LL. D., Utica ; William H. Good-
en, D.D., Clifton Springs ; Samuel B. Woolworth, LL.D., Secre-
tary ; Daniel J. Pratt, Assistant Secretary.

Colleges.

Union College—President Laurens P. Hickok, LL.D.; Professor
Maurice Perkins ; Professor William Wells.

Hamilton College—Professor Edward North ; Professor Anson
Upson ; Professor Christian H. F. Peters, Ph. D.

Hobart College—Acting President William D. Wilson, D.D.

University of the City of New York—Chancellor Isaac Ferris, LL.D. ; Professor Benjamin N. Martin, S. T. D.

Madison University—Professor Ezra S. Gallup.

St. John's College—Professor Louis Jouin.

Genesee College—President John W. Lindsay, D.D.; Professor Wesley P. Codington.

University of Rochester—Professor Otis H. Robinson.

St. Lawrence University—Principal J. S. Lee.

Alfred University—President Jonathan Allen.

Ingham University—Professor William L. Parsons, D.D.

St. Stephen's College—Warden Rob't B. Fairbairn, D.D.; Tutor Arthur C. Kimber.

College of St. Francis Xavier—Professor Patrick F. Dealy.

Vassar College—President John H. Raymond, LL.D.

Cornell University—President Andrew D. White, LL.D.

College of the City of New York—Professor Gerardus B. Docharty, LL.D. ; Professor Adolph Werner ; Tutor Joseph H. Palmer ; Tutor Alfred G. Compton ; Trustee Richard L. Larremore.

Rutgers Female College—Professor James Hyatt.

Albany Medical College—Professor James H. Armsby ; Professor Jacob S. Mosher.

Long Island College Hospital—Professor Darwin G. Eaton.

State Normal School—President Joseph Alden, D.D.

Brockport Normal School—President Malcolm McVicar ; Professor Oliver Arey ; Professor James H. Hoose.

Rutgers College, N. J.—Professor David Murray.

University of Missouri—Professor Oren Root, Jr.

Iowa State University—President N. R. Leonard.

New York State Teachers' Association.

Ex-President J. B. Thomson, LL.D., New York city ; Corresponding Secretary James Cruikshank, LL.D. ; T. S. Lambert, Peekskill.

Department of Public Instruction.

Deputy Superintendent Samuel D. Barr ; Professor Michael P. Cavert.

National Department of Education.

Commissioner Henry Barnard, LL.D.; Washington, D. C.

Academies.

- Albany Academy—Principal James Weir Mason.
Albany Classical Institute—Ex-Principal Charles H. Anthony.
Albany Public Schools—Commissioner William E. Whitbeck,
1st District; Principal George H. Benjamin.
Albion Academy—Principal O. Morehouse.
Andes Collegiate Institute—Principal James M. Smeallie.
Antwerp Liberal Literary Institute—Principal J. Winslow.
Auburn Academic High School—Principal Warren Higley.
Baldwinsville Academy—Ex-Principal L. H. Cheney.
Bergen (N. J.) Heights Institute—Principal Amos M. Kellogg.
Brooklyn Public School, No. 14—Principal Benjamin Edson.
Canandaigua Academy—Principal Noah T. Clark ; Professor
Charles S. Halsey.
Cary Collegiate Seminary—Principal James R. Coe ; Assistant
Charles W. Stickle.
Claverack Academy and Hudson River Institute—Assistant
Robert C. Flack.
Clinton Grammar School, Male Department—Principal A. P.
Kelsey.
Clinton Grammar School, Female Department—Principals John
C. Gallup and Mrs. M. H. Gallup.
Coxsackie Academy—Principal Hugh R. Jolley.
Delaware Literary Institute—Principal George W. Jones.
Elmira Academy—Principal J. Dorman Steele.
Elmwood Seminary (Glen's Falls)—Principal Charles W. Bowen.
Fulley Seminary—Assistant E. A. Briggs.
Fort Edward Collegiate Institute—Acting Principal James M.
King.
Genesee Wesleyan Seminary—Principal S. R. Fuller, Assistants
Henry L. Harter, T. B. Stowell.
Genesee and Wyoming Seminary—Ex-Principal James L. Both-
well.
Gilbertsville Academy and Collegiate Institute—Principal Jas.
J. Pease.
Hungerford Collegiate Institute—Principal J. D. Houghton.
Ithaca Academy—Principal Samuel G. Williams.
Jamestown Union School and Collegiate Institute—Principal
Samuel G. Love.
Jonesville Academy—Principal T. H. Kimpton.
Keeseville Academy—Ex-Principal C. R. Ballard.

- Knoxville Academy—Principal George H. Quay.
 Lansingburgh Academy—Principal Alden B. Whipple.
 Lowville Academy—Trustee Franklin B. Hough.
 Macedon Academy—Principal Gardner Fuller.
 Manlius Academy—Principal H. T. Hickok.
 Mechanicville Academy—Principal C. C. Wetsell.
 Monticello Academy—Principal F. G. Snook.
 Munro Collegiate Institute—Principal T. K. Wright.
 Newark Union Free School—Principal Jacob Wilson.
 New Paltz Academy—Principal Jared Hasbrouck.
 Norwich Academy—Assistant H. G. Burlingame.
 Oneida Conference Seminary—Principal A. S. Graves ; Assist-
 ants H. T. Fisk ; D. M. Brumagim.
 Oswego High School—Principal E. J. Hamilton.
 Peekskill Military Academy—Principal Albert Wells.
 Pulaski Academy—Principal N. B. Smith.
 Rochester Collegiate Institute—Principal L. R. Satterlee.
 Rochester Free Academy—Principal N. W. Benedict.
 Rochester Grammar School—Principal E. V. De Graff.
 Saratoga Springs Union School—Principal J. N. Crocker.
 Sauquoit Academy—Principal Aaron White.
 Schenectady Union School—Superintendent E. A. Charlton.
 South Brooklyn Select Academy—Principal A. T. Baldwin.
 Spencertown Academy—Principal Isaac Fowler ; Ex-Principal
 John P. Lausing.
 Troy Academy—Principal T. Newton Willson.
 Troy High School—Principal M. H. Martin.
 Troy Public Schools—Superintendent E. Danforth ; Ex-Princi-
 pal Wm. N. Barringer (Newark, N. J.)
 Unadilla Academy—Principal S. E. Smith.
 Union Hall Academy—Principal D. O. Quinby.
 Walworth Academy (Brooklyn)—Principal John J. Anderson.
 Warsaw Union School—Principal Charles H. Dann.
 Watertown High School—Principal M. M. Merrill ; Trustee
 Milton H. Merwin.
 Wellsville Union School—Principal O. A. Blakeslee.
 West Winfield Academy—Principal D. P. Blackstone.

Reporters.

New York Times—M. W. Pasko. New York Tribune—William H. Belden.

THE STUDY OF MATHEMATICS.

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In this progressive age of young America, when children are raised to men and women without passing through the intermediate degrees of human life, it becomes a serious question to what extent, if any, shall that curriculum which time has consecrated, the wisdom of ages has sanctioned, and the experience of centuries has abundantly proved to be adequate to the task of educating the youth, be abridged, altered or modified to accommodate that restless, innovating spirit which now pervades the masses.

The mind of man, that immortal principle which, when thoroughly and liberally educated, makes him what he was intended to be—the lord of the earth—seldom educates itself. It needs early training. It requires constant and systematic discipline for many years, and the great problem is, of what nature shall that discipline be, in order to accomplish the object we are seeking: what studies shall the youth pursue, to what extent shall they be carried, and how much time shall be devoted to them, under the direction of competent instructors, before he is allowed to assume the rectorship of his own will and the control of his own actions?

Two systems are offered.

One (advocated with all the power of windy rhetoric by modern reformers,) in which the asperities of the route are smoothed down by skillful engineers, and the road macadamized so nicely that the student can travel it without fatigue, labor or difficulty of any kind. No slough of despond to wade through, no high hill to climb, no deep mine to delve in, no *pons asinorum* to pass over, can be found in this “royal road” to scholarship and fame. Along this delightful path the student has no abstruse mathematics to perplex him, no metaphysics to bewilder his mind, no ancient classics to mislead his judgment or deprave his taste with heathen ideas.

Such is the scheme of education which some philosophers are seeking to substitute in place of the old and well proved system

which was pursued by the ancients and which, since the restoration of letters, has been followed by the greatest masters of modern times.

The advocates of this new programme estimate an education solely and entirely in proportion to the amount of wealth which may accrue from its practical operation. With them every branch of study should be made to pay its own expenses. Say they: "Teach the rising generation practical science only; turn the old-fashioned, effete colleges upside down; abolish the Greek and Latin languages; the time spent in poring over these musty volumes is utterly lost! Away with the abstract mathematics; let the young men learn useful knowledge—such knowledge as they can take into the market and find a ready sale for."

These reformers have no idea that there is an intellectual pleasure in the *labor* which the study of an abstract branch of science evokes; that this labor is accompanied with enjoyments of the purest and highest kind; that it confers advantages upon the student which he can obtain in no other manner; that when employed in mathematics, it enlarges his faculties, increases the vigor and power of his mind, refines and elevates his desires, adorns and dignifies his whole character; that when laboring in the study of the exact sciences, the student's thoughts are withdrawn from everything that is mean or degrading, and turned to the noblest and worthiest of all objects—the veneration and practice of truth! The idea that these reformers have of intellectual labor is comprised entirely in that of cultivating the memory only. Be observant of everything that surrounds you and recollect it, is the essence of their system. This doctrine, however, does not belong exclusively to our own country. We learn from Mr. Dickens, that inimitable delineator of English character, that a certain Thomas Gradgrind of Stone Lodge held opinions very similar to those we have been describing; and, in fact, they may have been the germ from which this utilitarian idea has sprung. "What I want," said that eminent philosopher, "is facts; teach these boys and girls nothing but facts; facts alone are wanted in life. Plant nothing else, and root out everything else."

This Gradgrinding notion, in a modified form, extends more widely than the generality of instructors suppose. Some of the ablest editors of our daily papers are possessed of the idea, and are endeavoring to propagate it by means of the press. They are, no doubt, honest in their opinion. They have had constant inter-

course with men of all classes for several years, and have occasionally come in contact with individuals of strong minds and persevering energies; men, who by their own struggles have risen to place and power without having attained a collegiate education; and judging by these—and forgetting how earnestly and laborously they themselves had toiled in, their earlier days, to fit their minds for the battle of life,—have now come to the illogical conclusion, that a liberal education can be obtained by any person without that labor, thought and perseverance, which is so earnestly recommended by every faithful teacher. They little know of the many hours which these very men have spent in solitary and unaided study to make themselves what they have become. It is true that they were never matriculated in any college, and perhaps had but indifferent training, for a short time, in some rustic school-house, but the training which they subsequently imposed upon themselves must have been severe, and was, no doubt, the training best adapted to their minds.

But I must “on to my subject,” which is to give a few hints on the method of teaching and studying the mathematics; and to show the position which it holds in the old-fashioned course of studies—that course through which the foundation of a liberal education may safely be guaranteed.

The great pillars on which this superstructure rests are mathematics, intellectual philosophy and the ancient classics; while rhetoric, belles-lettres, history, natural science, the arts, logic and the principles of Christianity make up the beauty and grace which adorn and embellish the intellectual temple.

The term mathematics includes one of the most extensive as well as the most useful and labor-exacting departments which the human mind is called upon to study. That it is also one of the most difficult may, perhaps, be assumed as an axiom. And it is this very quality which gives it its pre-eminence in cultivating the intellectual powers. Labor is just as necessary for the healthful and vigorous growth of the faculties of the mind, as it is for that of the muscles of the body. We can no more dispense with it in the one case than we can in the other. But, that the science of mathematics is the most difficult of all branches is a proposition which can be demonstrated neither directly nor by *reductio ad absurdum*.

Every department undoubtedly has its difficult points and its abtruse passages; and in no branch of literature or science can distinction or eminence be arrived at without constant and persevering effort. But if there be one department which is distinguished more than any other by the simplicity and obviousness of its fundamental principles; by the irresistible evidence with which step after step in the demonstrations is taken; and the systematic progression by which stage after stage of the journey is completed, that subject is mathematics. In many other branches of education there is more or less of doubt or uncertainty. There are dark places into which the light of demonstration can never penetrate, and where we are compelled to theorize and conjecture; but in mathematics there are no such opaque passages and no uncertainties whatever. Here no *ignis fatuus* misleads the youth from the plain and beaten track; the road is clear and straight forward. His progress is continually under the unerring direction of truth, and it is the torch of truth which alone lights up the whole horizon. If the subject is difficult, the difficulty is not concealed but open before him, and all that is necessary to surmount it is patient thought and persevering application. Whatever, then, may be the troubles which the student in mathematics may have to encounter, he knows that they arise either from a want of skill in performing the analysis, or ability in interpreting the symbolical expressions with which he is engaged. It is exceedingly important, then, that the student be early taught to give every symbol and every equation its proper explanation. He will find but little difficulty in performing the elementary operations, for they are somewhat mechanical in their nature; but to interpret the results requires a knowledge of the subject on which he is engaged, and unless he can explain what he has done, he has not mastered it, and should proceed no further until that difficulty is surmounted.

Some appear to think that the only object of Algebra is to solve difficult problems, to obtain the roots of equations of the third and higher degrees, to discuss the Diophantine analysis, &c.; matters which of themselves, are of little value in the present state of scientific enquiry. They forget that Algebra is the most complete and comprehensive language in the world—a language which is universal—which is the key to the higher branches of science, and which will ultimately unfold the profoundest mysteries of nature. And consequently, regarding it in this inferior light, they

mit the better part of its character when they are training their pupils in this important branch of mathematics. To illustrate this assertion, I feel authorized to mention the following instance. It occurred in my recitation room, shortly after the Free Academy was founded. We had just commenced a new term, and a section of the introductory class was before me, charged to the muzzle with a lesson in Algebra. Among the number was a lad who could clear equations of fractions, transpose, reduce the similar terms and obtain the value of the unknown quantity, like any conjurer. Indeed, he had been considered the best scholar at the school from which he had passed to us; and from his deportment and self assurance, no doubt could exist that, in his own estimation, he knew as much of Algebra as his instructor did, if not a little more. I gave him the old problem, which happened to be a his lesson for that day:

"A cistern containing sixty gallons, can be filled by three pipes; the first can fill it in one hour, the second in two hours and the third in three hours. In what time will the cistern be filled when all the pipes are open at once?"

I had barely finished reading the problem when he had it solved on the blackboard. I examined his work which stood thus :

Let x = the time.

$$\text{Then } x + \frac{x}{2} + \frac{x}{3} = 60$$

$$6x + 3x + 2x = 360$$

$$11x = 360$$

$$\therefore x = 32\frac{8}{11}$$

The following conversation then took place between us :

"What does x , the first term in your equation represent?"

"The time!"

"What does x divided by two indicate?"

"Half the time!"

"And x divided by three, what does that mean?"

"One-third of the time!"

"Where do you get the sixty?"

"That's the sixty gallons!"

"The sign of *plus* between the terms in the first member, what does that indicate?"

"That the terms are added together!"

"And the sign between the two members, what does that show?"

"That the two members are equal to each other!"

At this moment the young man's patience was nearly exhausted. He had been severely tried and could scarcely conceal his disgust at the silly questions with which he had been annoyed. I paused for a few seconds in hopes that he might, by reflection, discover the object I was aiming at, and then remarked:

"You have a time, half of a time, and a third of a time added together, equal to sixty gallons; this measuring time by the gallon is something new to me, where did you learn it?"

The lesson which was given to him that day, although momentarily painful to his vanity, was, without doubt, one of the best lessons that he had ever received. It awakened thought, and led him to understand that every equation has an interpretation—that it is, in fact, the algebraic enunciation of some problem, and not merely a mathematical puzzle which he was required to disentangle by artificial rules.

On entering upon the study of the elements of geometry, the student should be informed that this science is strictly an abstract science; that however important and extensive its practical applications may be in the departments of surveying, architecture, engineering, &c., yet, for the present, he is to regard it as a purely intellectual study; that he will discover, when engaged in the mixed mathematics, that all practical operations are more or less imperfect; that there are imperfections of the sight, imperfections of the hand, and imperfections in the instruments which he will be called upon to use, but that the elements of geometry have no imperfections whatever; that the circles and squares and parallelograms therein discussed are perfect figures, such figures, in fact, as no human being has ever formed; that these geometrical forms exist only in the mind, and not in matter; that to aid him in his conceptions, he is allowed to draw the best representation of these perfect forms that he can; and that these imperfect pictures will suggest to him the figures and characteristics of those mental ones which he is unable practically to delineate.

He should also understand that the geometrical straight line is rigorously what it is defined to be—perfectly straight and perfectly breadthless—and consequently exists in the mind alone.

The hand cannot always perform what the mind may conceive; hence arises the necessity of postulates. We are asked to grant that certain things may be done, not because it is so easy to do them, but, on the contrary, that the performance is impossible.

What more simple operation can be *conceived* than that of drawing a straight line from one given point to another, yet what operation more impracticable *to be done!* For a geometrical line has only the abstraction, length; and length without breadth is impossible to be exhibited to the eye.

In like manner the student is to admit the truth of the several axioms, not because they are so easily to be proved, but simply and entirely from the fact that they are indemonstrable.

At his recitation, the student should not be permitted to finish his diagram before he begins the demonstration, but the construction and argument should proceed together; and no line should be drawn until it is absolutely wanted.

With these instructions, let him enter on his course. The task may be hard to him; the subject may, at first, be uninteresting; but, if he perseveres, he will be improved both intellectually and morally by the journey; he will be engaged in the study of demonstrable truth, which will excite and cultivate the best habits of his mind. Next to inspired truth, the truths of pure mathematics furnish the grandest materials on which the human mind can exercise its powers; and no one can be employed for any length of time in their contemplation, without becoming fascinated with their beauty.

Mental habits grow from seeds which are generally planted in youth. These habits become fixed by the trains of thought in which we indulge in early life. Hence the study of pure mathematics has an important influence in forming the moral as well as the intellectual character of the young. The man may forget every proposition in geometry which in his youthful days cost him so much labor and patient thought; he may not be able to recall the simplest deduction or the plainest corollary; still if the love of truth remains as a constant habit, he will have acquired a treasure more valuable than gold!

The reasoning faculty is cultivated by the study of the ancient geometry in a far better manner than by the study of any other branch of education in the whole curriculum, with one exception; that is the study of analytics.

Ardently as I am attached to the pure Euclidean geometry (and that attachment is founded on the consideration of its purely logical nature), I would recommend the student, while under instruction, to devote only six months to its pages. More than this would materially interfere with his successful progress in the

higher mathematics ; for the field is large, and the machinery with which he is to cultivate it and reap its fruits, should be the best adapted to the purpose. It would require no longer time than that I have mentioned, with proper effort of the mind, to learn and remember all the propositions in Legendre, and how each depends on those which precede it. Farther than this he need not advance.

Modern mathematicians have so far transcended all that the ancients ever accomplished, that in order to keep pace with them it becomes necessary for us to curtail the time heretofore bestowed upon the study of the old geometry and apply ourselves to that of the new.

Thoroughly to understand and retain in memory a system of analytical geometry requires persevering labor, unremitting industry and continued thought. Students sometimes fancy that they have a correct knowledge of this subject, when in reality they scarcely understand it. They are like the lad in my recitation room, of whom I have made honorable mention. They can combine their equations ; find the value of certain expressions ; substitute these in their proper places ; reduce and obtain the final result. This final result they can explain, from the fact, perhaps, that it is interpreted in their text-book. But they have not perceived that every step they have taken has a geometrical interpretation ; that the argument is complete in all its parts from the enunciation to the close, and that analytical reasoning and Euclidean demonstration are in many instances perfectly identical, except in the language employed in conveying them.

If the object of education were simply to enable a person to perform certain things with rapidity, without reference to mental discipline, I would unhesitatingly recommend the pupil to ignore the *method of limits* and pursue that of the *infinitesimal system*, in the study of the DIFFERENTIAL CALCULUS ; for the latter generally reaches the conclusions in a far less time than the former, and is, perhaps, more easily understood by the learner.

We cannot too earnestly recommend that every student in mathematics be required to interpret his symbols from the commencement to the close of his academic course. It will become a habit which will be of essential service to him through life. The comprehensive formulas of Lagrange in his *Analytical Mechanics* (a work which is based on the principle of virtual velocities, and is of a purely analytical character), include every particular problem

on that subject which may come under the investigation of the student, and therefore its solution is within his grasp, provided he has the requisite skill in analysis to make the proper transformations. But the ease with which these transformations may be accomplished by expert analysts renders it very important that the formulas of Lagrange be interpreted correctly.

In 1828 a controversy occurred among several of the most distinguished mathematicians of that time: "*And there were giants in those days.*" It arose from the solution of a problem on *investigating the vibrations of a rolling plate.*

Their results were obtained by the application of a formula of Lagrange—one making certain modifications in consequence of the transformed variables being connected by incomplete differential equations; another omitting to do this. Hence the discrepancy and the controversy which the problem engendered.

I have not the assurance to pronounce which of these gentlemen was right, for when such eminent doctors as they were, differed, it would be presumption for me to attempt a decision.

It has been asserted by some that the study of mathematics has a tendency to make men dogmatic and peculiar in their actions. No doubt the pursuit of any one branch of education, to the exclusion of all the others, will cause a person to assume some peculiarity of manner different from the rest of his species; whether that branch be the exact sciences, chemistry, history, or the ancient classics. The true theory is that man should be trained in all his intellectual powers; that mathematics should keep pace with belles-lettres; modern and ancient languages with metaphysics, etc., and that all these should be so read and so studied as to become part and parcel of our breathing thoughts; that when this system is thoroughly pursued, the result will be, not a one-sided individual, but a liberal scholar and a perfect man.

It is the one-sided individual who is apt to have his mind filled with crotchets. At one time he is engaged in "squaring the circle." To do this he sometimes adds to the length of the radius a definite quantity, which he tells us is the width of the circumference—a correction which all other mathematicians have erroneously omitted. Again: he assumes as an *axiom* that one-fourth of the circumference is equal to the length of its chord *plus* the versed sine of half the arc, which in ordinary language means that he guesses at one-quarter of the length and multiplies it by four.

One of these half-educated gentlemen, in the beginning of the

present century, discovered that the Principia of Newton was a stupendous fraud; and after having read De Saint Pierre's Studies of Nature, as he very modestly informs us, he was enabled to account for the diurnal rotation of our globe on its axis from the application of his new principles of gravity and motion, in this wise, which is as transparent as mud: "The vertical point of the sun is the central point of gravitation to the waters of the ocean; the vertical flame of the sun forms a vacuum; the gravitation of the waters to this vacuum gains a preponderating heft to the opposite part of the globe, and the heft of this tidal wave climbing up from east to west causes the earth to revolve on its axis!" He might have gathered this idea from seeing a squirrel running up the outside of the wheel attached to his cage!

Another gentleman, about twenty-seven years ago, was more ingenious in his views upon this same subject. His essays, which were published in the NORTHERN LIGHT, a paper issued in this city (Albany), showed that there was a system of cross-banding round the sun and our globe which performed the rotation equal to any other well-adjusted machinery.

It is not in mathematics only that men show a mental obliquity. We sometimes observe it in those who have devoted all their time and talents on some other hobby. A poetaster who was thoroughly convinced that his lips had been touched with a live coal from off the altar of the Muses, once presented himself at the Free Academy for the purpose of electrifying the students with specimens of his immortal gift; but signally failed in his performance. He was positively certain that if he should strike the harp from which the "Sweet Singer of Israel" drew such inspiring strains, that it would be the harp's fault if it did not reproduce them!

It has been asserted also that the study of mathematics has caused much infidelity among its votaries. Let us examine the case.

Although it is impossible for the human intellect to grasp the full idea of a Supreme Being who has existed from all eternity, still that mind which has been trained in exact science can approximate more nearly to its comprehension than the one which has not had the benefit of such discipline. The study of mathematics teaches us, to a certain extent, to subject infinity to measurement, and enables us to reason upon it with as much infallibility as if we were able to understand the immense idea.

The theory of curves furnishes us with an admirable illustration of the doctrine of infinity. The axes of a parabola are both

infinite, yet one of them is infinitely greater than the other. The continued arc and the asymptote of a hyperbola are both unlimited in their extent, yet if the infinite length of the one be taken from the infinite length of the other, the remainder will be a finite and measurable quantity.

To the mathematician it is perfectly evident that one quantity may continually approach in value to another quantity without the possibility of ever attaining it; and there is no doubt in his mind of the validity of the argument, drawn from the nature of the soul, that it may continually approach the perfectibility of its Divine Author without ever reaching that degree of perfection.

The mathematician obtains one invariable law for the generation of a family of curves, and finds that the forms, inflections and curvature of these curves can vary *ad infinitum*, while the law of their formation is as unchangeable as the nature and purposes of the Deity!

Can any reasonable being say, then, that the study of a science which discusses such themes as these—that the study of a science which also explains the phenomena of nature, has a tendency to make its votaries deny the existence of a Supreme Being, or to disbelieve the divine authority of the Holy Scriptures? Certainly no mathematician will utter so great an absurdity.

Tom Paine was an infidel. He explained the darkness at the crucifixion as being caused by an eclipse of the sun! But Tom Paine was not a mathematician, and invading that province, he placed his feet on slippery ground and fell! Any ordinary farmer who is in the habit of consulting his almanac, could have told him that an eclipse of the sun never happened at the full of the moon!

The liberally educated man has no idle conceits. He looks upon the world around him with far different feelings and emotions from those of the one-sided or half-educated man. From the smallest flower that spreads its petals at his feet, to the most distant planet which he discovers with his telescope, he sees a written history of Almighty power and Almighty goodness. Throughout all the works of creation he discerns that everything is in perfect harmony with everything else; that each is performing its own proper functions; that all proclaim a power infinitely great in conception of the systems, infinitely wise in their arrangement and disposition: and in the fullness of his heart he is ready to exclaim with the Psalmist,

"Divinus est Artifex qui nos creavit."

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A LETTER ON THE EDUCATION OF GIRLS.

[See Minutes of University Convocation, page 577.]

PACKER COLLEGIATE INSTITUTE,
BROOKLYN, *June*, 1867. }

A. CRITTENDEN, Esq. :

Dear Sir—You have requested me to describe a course of study, suggested by experience and by consultation with other teachers, suitable for the education of girls. The subject, though certainly familiar, seems to me encumbered with some difficulties, as well from its extent as its limitations. Education, in its general purposes and methods, must be alike for girls and for boys : but if we contemplate that more especial training which should fit woman for her particular sphere in life (which, after all, is but a hemisphere), we must take into account a great variety of circumstances, requiring widely different kinds and degrees of culture. The drawing-room, the sick chamber and the nursery, no less than the school or the editor's desk, require each their special course of preparation,—more especial, indeed, than has usually been accorded. While the out-of-door professions of men are acquired only by a severe and well-defined system of study, it has been too easily assumed that woman can come to her arduous duties with no other fitness than a good will for her task, and such facility as chance emergencies may have called forth, or imitation of chance models developed. But of these special departments of training I will speak hereafter.

Concerning education in general, it need scarcely be said that no living thing is ever created at its highest point of development. Whatever may have been true of the first man, his descendants certainly enter the world, the merest germs of what, as sentient and rational beings, they are intended to become ; and the unfolding of each separate faculty to its fullest strength and activity, in the realization of the Divine idea, is the ultimate purpose of what we briefly call education.

Of course the process is very seldom undertaken or pursued with so elevated a conscious aim. Usually, the awakening of this or that faculty of the soul is due to casual circumstances ; and in rude ages, the passionate, force-giving attributes gain a disproportion-

tionate strength. "Mighty hunters" make the greatest figure in primitive history. If the finer and sweeter traits of human character exist at all, they are so concealed by the clash of swords and the tramp of armed hosts that their voice is not heard.

Afterwards when it is discovered that knowledge is power, some sort of mental training will be attempted, though still with reference to immediate results. Thus, savage nations cultivate the eye, the ear, and the sense of smell to remarkable quickness; while a despotism develops the powers of deception in the people, and of finesse and shrewd diplomacy in the nobles,—and a free republic calls into unusual activity the arts of eloquence by which popular influence may be gained. The Persians of the time of Cyrus taught their children "to ride the horse, to draw the bow, and to speak the truth;"—one moral and two physical accomplishments filling the whole measure of their training.

The mediate ends of study, either for boys or girls, may be readily divided into two: Knowledge and Culture. Some things we learn for their practical application, others for their strengthening, moulding or refining effect upon the mind. The first may predominate in the education of men;—the latter, I am sure, must be especially kept in mind in the training of women.

The two purposes, indeed, co-exist, and are never opposed to each other, unless it may be in the relative allotment of time. They may often be attained by the same methods, but the one demands only a limited array of means, while the other lays every department of knowledge under contribution. The same study of arithmetic which prepares a child for the petty transactions of the market, may at the same time define his conceptions of number and cultivate the power of patient thinking; just as the mathematician, while taking a given arc of a meridian, which shall determine a standard of measures for the commonest uses, may himself be gaining a grander reach of thought as he feels out along his vertical lines to distant stars, and realizes the vastness of the universe which is yet under the fixed control of law.

It is by regarding too exclusively the first object of study, that narrow utilitarian notions have crept into many schemes of education. The part of our knowledge which can ever be applied to practical uses, is indeed small; but if the growth and culture of the mind be the end, then no array of means can be too ample. Time and circumstances must, indeed, control in a great measure, the choice of studies; but for the ultimate purpose of education,

there is absolutely no danger of too much culture. If "no woman can rightly set a table or arrange a parlor without knowing the definition of a right angle," then we shall easily believe that higher attainments in science and literature will have their effect in adding grace and dignity to the character.

It should be remembered that some studies are means far more of moral than of mental culture. Mathematics teach patience and a firm reliance upon absolute truth; natural philosophy, if pursued with experiments, cultivates that quiet and perfect obedience to law which tranquilizes and dignifies the life; astronomy penetrates the mind with a sense of the vastness of the universe beyond our finite faculties even to perceive; and all sciences, in their ultimate results, teach humility. "Into the kingdom of knowledge, as into the kingdom of Heaven, one must enter as a little child;" and it is precisely this higher effect of study upon the soul that we can least afford to lose.

In the order of training, the natural order of the unfolding of the faculties should be implicitly followed. The perceptive powers are first awakened, and the morning period of brightness and freshness should by all means be improved in the gaining of truthful impressions of material things. Forms, colors and the qualities of objects; sounds, intonations and the common forms of language; the facts and phenomena of insect and animal life; all make a clearer impression upon the child than the adult; and, therefore, the details of natural history, and all the familiar science of *things*, can be learned then with half the labor that in later years would be required. Eye and hand may be disciplined to skill in drawing, and a facility acquired which, in maturer years, would be sought in vain. In the hands of an accomplished teacher the crayon and the blackboard will be invaluable aids throughout the course. Foreign languages can be learned by little children almost by natural absorption; but this should be accomplished, I think, with the least possible use of books. The principles of grammar belong to a later period; and there can be no greater injury to a childish mind than to burden it with arbitrary rules which it cannot understand, crushing out that vivacity which constitutes its best fitness for its own peculiar work.

The memory of a little child is quick to receive, but not strong to retain. Care should therefore be taken not to weaken it by overloading, especially with things not readily assimilated. As it becomes strengthened with years, the main events of history

ought to be communicated, and this in a manner at once systematic and vivacious. Bare lists of names and dates, royal dynasties and battles and treaties, are burdensome enough to the older student, and must be intolerable to a little child. Moreover, it is an insult to a child's understanding to impose upon it words without a vital meaning in them; and the effect too often is to stultify and even obliterate the reasoning power. Still, history is a necessary part of any intelligent scheme of education, and it may be made attractive to children from eight years old and upwards by sufficient effort of imagination on the part of the teacher. Every name should be filled with life, and the shadowy persons of past centuries made to move before the student as breathing realities. In this way history fulfills its most important use as a study of human nature,—that nature which in all its weakness and its pride, its petty passions and its lofty assumptions, we hold in common with kings and popes and barons, from whose conflicts and achievements on the greater stage we may derive models and warnings for our own. History has another use, which I think is seldom noticed, namely: the enlarging of the individual consciousness and the emancipation of the mind from the narrow bounds of personal interests and prejudices. We breathe through the lungs of the whole race, and we inhale a larger life. Even from the crimes of our brother-men we learn charity and humility; from instances of their sublime self-sacrifice we gather inspiration to noble deeds; from their errors in judgment we infer the necessity of prudence; from the fatal end of their ambition we learn moderation in our desires. If man of to-day has gained anything in intelligent dominion of the forces of nature, it is because he can concentrate in himself the aggregate life of his species, and literally

"Rise by stepping stones
Of their dead selves to higher things."

The mathematics, from their lower to their higher grades, will usually extend through the entire course of study, and as means of culture I believe they are even more needful for girls than for boys. A true candor ought surely to inquire how much of that frivolity, of which women are often rightly enough accused, may be traced to an utter want of those habits of steady thinking which should have been formed in the nursery and strengthened at school. All uneducated persons, and not women alone, are addicted to vague and inconsequent habits of thought; and before we con-

demn too severely the results, it might be well to discover, and, if possible, remove the cause. I doubt whether any other discipline will answer the purpose of this hard logic of mathematics in giving toughness to the mental fibre, certainty and precision to the judgment, and accuracy to all the habits of the mind.

Still, an exclusive or disproportionate attention to mathematics will be likely to cultivate strength without flexibility or grace; and while the feminine mind may be in especial need of this heroic training, it will almost always find a more congenial exercise in the fields of language and literature.

The advantages of the study of foreign languages are too commonly admitted to need enumeration here. The structure of our own vernacular can never be rightly understood except by comparison with others; and it is often remarked that children who inherit two languages, use both with greater intelligence than even those of better scholarship who are confined to one. The study of the sounds of a foreign language gives greater refinement and accuracy in the pronunciation of our own; and as a means of literary study, it is obvious that a choice of the masterpieces of several nations is preferable to exhausting the commonplaces of our own. But the most immediate advantages of linguistic study—especially in so cosmopolitan a nation as our own—is found in its practical applications; for the two purposes of knowledge and culture are here admirably combined. For women, above all, in their social and sympathetic duties, these attainments are above all price. It is of little real use to “know the heart of a stranger,” unless we possess some means of communication with him; and intellectual culture is never so precious as when it administers those sweet and graceful hospitalities which alleviate exile, and establish a common intercourse of thought and feeling throughout the world.

No very extensive study of literature can usually be included in an academic course, and indeed in this, as in all other departments of study, the work of the school is rather to define and regulate the tendencies of the mind and inspire right impulses, than to complete the education. Still no girl should leave her school without some acquaintance with the great writers in her own language, as well as with the chiefs of the world's literature. In no department is there more need of a just discrimination on the part of the teacher, bringing only the choicest results of extensive reading to the class. And never was there more urgent need

of a rigorous discipline of taste than now, when the causes which corrupt language are so active and powerful. A return to the good old English writers cannot but be healthful; and every graduate from our academies should have acquired such familiarity with the purest models in her own language as to have conceived a thorough disgust for the slang of the newspaper and the diluted sentiment or sensational glitter of modern fiction.

Beside this acquaintance with the best models of style—indeed preceding it to some extent—should be a thorough and systematic training in the arts of expression, beginning with the earliest lessons of the nursery and extending through the academic course. It is needless to dwell upon the importance of English composition as part of the discipline of our schools. No other kind of study so exactly fills the meaning of the word Education. Our text-books of science have for their object to fill the mind with a knowledge of natural or metaphysical laws; the practice of composition, rightly taught, demands the reproduction of that knowledge in a manner that cannot fail to give clearness and precision to the mental operations. Whatever reasons can be adduced in favor of any systematic training of the mind will apply with peculiar force to the study of written language, that exponent and guardian of all civilization, that priceless jewel, committed anew to every generation to preserve untarnished, or, if it may be, to polish with new brilliancy and reset with new adornments.

In our hurrying age, with its rapid circulation of thought, its intense activity of intellectual forces for good or evil, its urgent need of enlightenment for the solution of social and legislative problems, the practical importance of written language is increased a hundred fold. The educated mind of the nation must be able to express itself in unmistakable and convincing tones. The number of those who speak through the press is every year increasing. Whether we will it or not, women are to have a large share in preparing this mental food for the public, and while our schools are training those who are to give character to the American literature of the next half-century, it is of some consequence that teachers shall be impressed with the responsibility they hold.

It is very true that this labor for the public is not the only nor the most important use of the pen. Who does not know the charm of friendly letters, sprightly, graceful and sweet? The unaffected wit, the easy flow and quiet rippling of fancy, are certainly more beautiful—contribute more to the happiness of the favored reci-

pient,—than any more labored and pretentious effort. But in most cases the best results of literary study will be found in conversation. If we consider our English language as a precious trust committed to the care of all who speak it, we cannot but fear lest it may suffer some injury from the reckless admission of new and unauthorized words, and the loose, uncultivated style which is too often suffered to prevail in our social converse. Pure Latin, we are told, was spoken among the noble women of Rome, long after Roman literature had lost the classical purity of the Augustan age. It cannot be doubted that women are the natural conservators of purity and refinement, as well in language as in life. Is it not most needful, then, that their principles should be justly formed and their taste chastened and refined?

I know not whether a mention of the sacred Scriptures, as an essential part of every woman's education, falls properly under this head; but for every kind of discipline, mental and spiritual, they seem to me indispensable. Cowper said, "Intense study of the Bible will keep any writer from being vulgar in point of style;" and if literary culture alone were in view, King James's version of the Scriptures could not be disregarded, as, in truth, our purest "well of English undefiled." With regard to its moral and intellectual bearings, the authority of the late Dr. Arnold, of Rugby, is of great weight; and one of Dr. Arnold's most distinguished pupils, the present learned incumbent of the chair of Ecclesiastical History at Oxford, justly complains that "many who would be scandalized at ignorance of the battles of Salamis or Cannæ, know and care nothing for the battles of Beth-horon and Megiddo."

The power of abstract reasoning is latest in order of development among the faculties of the mind; and metaphysical studies must therefore be placed last in any course. Unhappily, in the education of girls, they can seldom come late enough to exercise the mind in its maturity of power. If the course of study is to be ended at sixteen, I should omit altogether mental philosophy and the higher branches of evidences of Christianity. The latter, if superficially studied, can only serve to suggest doubts which might not otherwise exist, and which cannot be thoroughly dispelled.

In thus lightly touching upon a few main points in the scheme of a girl's education, I have omitted two whole departments of prime importance, only because they seem to me to belong rather to domestic than to academic training. Physical culture and in-

telligent care of health should certainly give place to no other interests ; but I know not how these can be secured during the hours usually appropriated to studies in school. Calisthenic drill in the interval of lessons may have a certain use, especially if accompanied with a change of air ; but it misses the chief health-giving power of muscular exercise, which demands for its best effects perfect relaxation and freedom of mind. The first ten years of a girl's life are well spent, if without stifling her mental or blunting her moral perceptions, she has gained from many an hour's careless play in the open air, a hardy and vigorous physique. It ought, however, to be remembered—what is almost always forgotten—that a certain degree of mental activity is absolutely essential even to physical health, and that the natural intellectual force of children is much better if, neither repressed nor unduly stimulated, it is directed to useful pursuits, than if allowed to spend itself in idle vagaries. These two departments of our being can be antagonistic only when one or the other is indulged to pernicious excess. But the whole physical training of the child belongs rather to the mother than the teacher. For *her* most responsible duties, the school should have provided instruction, as well in the special department of physiology, as in that sober balance of mind which will lead to right reasoning and prompt, efficient action even in untried emergencies.

The department of domestic economy belongs equally to the especial training of a home. And yet it is greatly to be wished that in this humble department of financiering, some general principles might be established, and deeply impressed on the mind of every one who is to have the ordering of a household. "The heartless extravagance of American women" has become almost proverbial. And yet we must not forget that

" Evil is wrought by want of thought,
As well as by want of heart ;"

and that want of thought is a very certain result of want of education. Many a woman who, with an income of two thousand, projects her household expenditures on a scale of ten thousand a year, does so without the least disposition to recklessness or dishonesty ; but simply from ignorance of the market value of so many dollars and cents. The household training of young girls might apply a very simple remedy for this ; but it can scarcely be included in a scheme of academic instruction.

I have only to add, dear Sir, that if in these too extended and still most imperfect notes, I have used the dictatorial phrases, "must" and "should," rather than—what was always in my mind—"so it appears to me,"—it has been only for the sake of brevity, and does not indicate any certainty that my impressions are in accordance with the truth. No general rules can be made to embrace all cases. To theorize is easy : the real difficulty of the teacher's work begins where theory must be reduced to practice, and the infinite variety of character and talent which lies before us in the school room is to be met by an equally various system of instruction, repressing this tendency, stimulating that, and holding an even balance of checks and encouragements through the ever changing incidents of academic life ; almost, if one might presume to compare small things with the greatest, like a little Providence in a tiny world, where good and evil are working out their conflict, though in a petty field, yet in real semblance of the greater world without.

With unfeigned diffidence of the value of this or any other scheme that I could frame, yet as a slight contribution to the great cause in which we are engaged, this little sketch is respectfully submitted.

M. E. THALHEIMER.

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A. M. D. G.

THE STUDY OF PHILOSOPHY.

BY REV. LOUIS JOUIN, S. J.,

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It is an undeniable fact, that the study of Philosophy is, in the estimation of all enlightened and polished nations, one of the most important branches of a liberal education. All universities, all colleges, whether in Europe or in this country, hold as an indispensable condition for granting academical honors to their alumni, that the graduates should have pursued with success a course of lectures on Philosophy. Yet, though among educated men there can be no possibility of disagreement on this point, it must be acknowledged, that, in our days, a great diversity of opinion prevails as to the matter which this course of Philosophy should embrace, and the manner in which it should be taught. As it is the aim of the University Convocation to devise means for raising the highest possible standard the studies in our colleges, I have taken the liberty to present a few reflections on both these subjects. Philosophy is generally divided into two branches, natural and mental. Natural Philosophy embraces the exact sciences, as they are called, the investigation of the general laws which govern the sensible world, and the study of chemistry. Mental philosophy treats of those objects which transcend the domain of our senses, and which Aristotle justly called τὰ μετὰ τὰ φυσικά, or metaphysics. It cannot be doubted that the study of mathematics and of the natural sciences is of the greatest importance. Mathematics are calculated to discipline the mind of youth, and strengthen their reasoning faculties. Nor was this truth unknown to the ancient philosophers, for even Plato required that his disciples should have studied mathematics before they entered on the study of philosophy. Physical sciences store the mind with much useful knowledge, and many are the practical results to be derived from them. But, if in our colleges we were to cultivate these sciences to the exclusion or almost total neglect of mental philosophy, we should fail in one of our principal duties as public instructors. It cannot be our aim to make great mathematicians

of all the young men who graduate in our colleges. Mathematics and the natural sciences embrace too extensive a field to be thoroughly seen during the collegiate course. Our best text-books are but elementary works, and we may indeed be well satisfied if the students master them, and if those, who at the close of their college career wish to devote themselves to these sciences, be enabled to pursue their mathematical studies with advantage.

The study of mathematics, as taught in our colleges, is not the chief end of a collegiate education, it is but a means. This end, I need not say, is to train the minds of young men, and to develop their reasoning powers. To attain this result, their minds must be imbued with such principles as will enable them to become not only learned men, but also good citizens, capable of directing the thoughts and opinions of those who have not enjoyed the benefit of a liberal education. Now this end cannot be well attained without devoting our attention to the study of metaphysics. It belongs to the province of metaphysics to establish on a firm basis the most general principles of reason which underlie all other sciences; to show the objectivity of our primary ideas, such as the idea of being, essence, substance, quality, relation, cause, effect, and so forth; to analyze these ideas and rightly to classify them; to investigate the general nature of things corporeal as well as spiritual; to establish the spirituality and accountability of the soul; to prove the existence of the Supreme Being, and to determine his attributes, as far as human reason may discover them, in the perfections he has imparted to his creatures. To mental philosophy likewise belongs the investigation of the principles of ethics. Having established the true destiny of man here upon earth, we must, from the consideration of the relations which subsist between us, our Maker and our fellow-beings, deduce the various duties imposed upon us. We must treat of society, domestic as well as political, examine their origin, authority, rights, duties, the relations in which they stand one to another. How can he who is not well versed in these subjects presume to guide and direct others?

The study of metaphysics, decried through it may be, is far more important and necessary than the study of mathematics and physical sciences. A man who is ignorant of trigonometry, analytical geometry, and of the principles of the differential and integral calculus, though he lacks part of that knowledge which should adorn the mind of every well-educated person, may never

theless be a good statesman, be thoroughly conversant with all the principles of right and justice, and be fully capable of guiding aright the thoughts and opinions of his fellow countrymen. But he who has no clear perception of the principles of metaphysics, will necessarily be exposed to the danger of being betrayed into many errors which oftentimes may be productive of the most baneful consequences.

There can be no doubt that the young men who graduate in our colleges should be so trained as to be able in after life to exercise a healthful influence on their fellow citizens. Some of them will be called upon to sit in our legislative halls; some to occupy the benches of our magistracy; others to mould, by their writings, the thoughts and opinions of the community. We cannot presume to communicate during the collegiate course all the knowledge necessary for the fulfillment of these duties; many years of earnest study will still be required. But if we do not endeavor to instil into the minds of our graduates a clear perception and a sufficient knowledge of the principles of ethics, of the primary laws of right and justice, the aim of their education will be missed. Now the knowledge of the principles of the moral law, and of the rights as well as the duties of man, depends on the right perception of the primary ideas which are analyzed in metaphysics. Our duties towards God and our fellow men rest on the relations which obtain between us, our Maker and our fellow men; and these relations flow from the very nature and essence of these beings. If, then, we do not rightly conceive and apprehend these relations, if we misunderstand them, it is clear that we must err alike in the knowledge of our duties and of our rights. Thus, for example, if the idea of cause and effect be not clearly conceived and sharply defined; if the true meaning of cause be not well understood and carefully distinguished from a mere succession of events, from occasion, or from the condition necessary for the production of an effect; if the principle of causality be not firmly established, we must needs lack the means of demonstrating the existence of the Supreme Being. And if this truth be not placed beyond doubt and cavil, the foundation of all social science, of the very existence of a moral law, is swept away, and Atheism or the vagaries of Pantheism set up in its stead; for Pantheism rests only on the misunderstanding and the confusion of the ideas of infinity, necessity, contingency, essence, substance and causality.

If young men who enjoy a liberal education, and who read the productions of modern literature, be not well trained in analyzing and clearly understanding the primary thoughts of the mind, it will be all but impossible for them to escape the subtle poison of Pantheism, with which modern writings teem, and which the unwary almost insensibly imbibe. On the confusion of these ideas hinge all the errors which in our days desolate and convulse human society; on this confusion are based all the new-fangled theories which lay claim to the furthering of the progress of the human race, but which, if fully carried out, would inevitably plunge mankind into the deepest misery. The mind of man is so constituted as to be incapable of yielding assent to error proposed in its naked deformity. Every error, therefore, must be presented to it under the guise of truth. Our primary intellectual ideas are a common inheritance, bestowed by the Creator upon all men, whether learned or ignorant, civilized or barbarian; but being general ideas, they are liable to be either misconceived or misrepresented; and this misconception or misrepresentation is the means used by those who unwittingly or maliciously spread their erroneous doctrines among the people. The true progress of individuals, as well as of human society, does not depend mainly on our advancement in the knowledge of the sciences and arts which contribute to our material well-being. This progress is no doubt necessary—it cannot, it must not be neglected; but we must not lose sight of the moral training to be given to the young men confided to our care. We must instil into their minds and hearts a well grounded knowledge, and a true love for the principles of right and justice, which principles, being based upon the relations existing between us, our God and our fellow-beings, cannot be scientifically known without a careful study of general metaphysics or ontology.

It cannot be denied that this study is dry, and, for the most part, not very palatable to the students; that it is involved in many obscurities, embarrassed with many perplexing difficulties. Yet this disadvantage, if disadvantage it be, metaphysics shares with all other sciences. The beginnings of all sciences are difficult and tedious. The first principles of all other sciences are, speaking generally, not less obscure than the principles of metaphysics; for, after all, it is from this latter science that they have to borrow them. Great difficulties are not raised against the first principles of mathematics; not because none can be found; for

though space be readily imagined, it is not for that more easily understood. The only reason why grave objections are urged against the principles of metaphysics is on account of their immediate connection with the duties we owe God and our fellow-men. Were these duties to be inferred from the principles of mathematics, these principles would be called in question no less than those of metaphysics. Many truths in metaphysics may be known with as much certainty as the axioms of mathematics, and many deductions from them are as incontestable as any geometrical theorem.

I shall add a few words on the method of teaching philosophy. In our colleges we use the scholastic method. This method is not an *a priori* method, which discards all experiments. Schoolmen did not reject, as is but too often supposed, the experimental method; their only mistake was that in the matter of physical sciences they often based their reasonings on faulty or insufficient observation. Yet it must be borne in mind that they were not provided with all those means of experimenting, which, at present, are at our disposal. And even modern natural philosophers are sometimes tempted to hazard explanations of observed facts, and to broach theories which may excite the risibility of posterity just as much as the strange conceptions of schoolmen excite ours. Nor is this method wedded to any particular system of philosophy. The Cartesian, the Platonist may pursue it as well as the staunchest adherent of Aristotle. The main features of the scholastic method are these: The professor proposes the thesis or proposition he is about to explain, not academically, but as a professor of geometry proposes a geometrical theorem. Every term of the proposition must be sharply defined and clearly explained, and the proposition itself proved in strict syllogistic form. This done, he states in detail the various objections that may be urged against the thesis, and establishes the principles on which their solution rests. The students are not only required to repeat the thesis propounded by the professor in the forenoon lecture, but at the afternoon lecture they must be ready to maintain that thesis against the attacks either of the professor or of some of their fellow students previously appointed. Yet the attack as well as the defense must proceed syllogistically. The defendant begins by proving his thesis; this done, the objector states his objection in syllogistic form. The defendant first repeats it, then examining each proposition, either grants or denies it, or distinguishes its

meaning, as the case may require. The objector in his turn takes up what was denied, and the conclusion of his next syllogism must be the proposition denied by the defendant. Thus they proceed till the subject is exhausted. This exercise takes place from time to time before the whole faculty. The semi-annual examinations are conducted in the same manner.

The advantage of this method is, that objections are briefly and stringently urged, the answers clearly and concisely stated, all verbiage and needless disputes avoided. Both the defendant and his opponents are bound to confine themselves to the point at issue, to argue it thoroughly, nor are they suffered to deviate from it to any irrelevant question. Either the defendant cannot maintain his position, or the objector is reduced to silence, upon a true and full solution being given.

This method has another advantage. The students learn to reflect, to analyze their thoughts, to systematize their ideas, to propound them clearly and logically. Their memory is not only enriched with a number of sound principles, but they acquire a full comprehension of them ; for every question being viewed in all its bearings, is thoroughly understood. They are enabled not only to conceive clear ideas, but to propose them skillfully and to defend them successfully ; they gradually become close reasoners and expert debaters ; they become accustomed to seize immediately the drift of an argument, to dissect it minutely, and to give a clear and ready answer to the objections raised against them, if they but uphold truth or at least a well grounded opinion. The spirit of emulation is fostered among them, for no one feels a pleasure in seeing himself worsted in argument by his opponent. Thus even the dry and unpalatable study of metaphysics may be rendered interesting and attractive, particularly if the professor fails not to show how the misapprehension of metaphysical principles may exercise, or has actually exercised, a most baneful influence on the moral order, the laws of right and justice and on the social weal of nations.

It might perhaps be objected, that this method is apt to beget in the students a taste for pedantry, sophistry and hair-splitting. That the scholastic method has at times been most strangely misused is beyond question ; but its occasional misuse is no reason for its rejection. It is for the professor to see that the students in arguing do not indulge in mere quibbles, that they propose real and serious objections, that the defendant solve them, not by

shirking the question or perplexing his opponent with unmeaning distinctions, but by giving a clear and solid answer. Thus the minds of the students will be well trained, the danger of mere logomachy avoided, and no taste for hair-splitting distinctions fostered. Furthermore, the students are obliged to write essays, and so to treat their subject, that, while in the expression and development of their thoughts, they are bound to adhere to the rules of sound logic, they are not at liberty to discard the ornaments and graces which the study of rhetoric and classical literature affords.

EDUCATIONAL ECONOMY.

BY DAVID MURRAY, Ph. D.,

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The domain of science is infinite: the powers of the human mind by which this science is to be mastered are practically finite. It is the universal experience that the more man knows the more he sees to be known. The farther he travels along the road of knowledge the farther he sees it stretching away into the distance. The more he improves his modes of examining the phenomena of nature, the more difficult seems the task of discovering her ultimate secrets. The astronomer of the present day with his wonderful telescope seems to find just as much of space to be penetrated as Galileo did with his little tube. The microscopist, with every higher power he can employ on his microscope, finds still the same multitude of infinitesimal forms just hovering beyond the boundaries of his perception. The reason of all this is obvious. Human knowledge has to do with time and space, and phenomena co-ordinated in time and space, and both are infinite. Hence no man can know everything. Hence too great extent of research must in general be at the expense of depth and thoroughness; and hence, thirdly, for the most economical pursuit of science, and for the attainment of the greatest aggregate of human knowledge, there must be a division of labor instituted, so that the labors of individual men shall be restricted to specific subjects.

As a branch of political economy, this principle has long been recognized. It is universally known and conceded that there is a maximum of product with a minimum of labor when the workman is employed to do repeatedly the same operation. There is a certain nicety of judgment, and a certain manual skill, which can only be attained by constant attention to one thing. The hand that could cut and polish the facettes of a diamond could not also wield the hammer which forges an anchor. To temper watch springs, to blow glass, to refine sugar, to fit and gear machinery, to make a shoe, or a coat, or a felt hat, or a piece of point lace, requires for each a different and peculiar skill and knowledge, which can only be acquired by making that one thing a constant occupation.

The doctor's skill to detect disease from the presence of symptoms, is a different skill from that of the advocate who convinces a jury by an ingenious argument of the innocence of his client. A journalist who must treat of the topics of present and pressing interest, requires a different kind of talent from the man who shall direct the complicated concerns of a railroad or a factory. Success in any profession or business depends on a knowledge of a special set of facts, or at least facts which are to a certain extent special, and upon a natural or acquired dexterity in dealing with those facts. So that it has come to be recognized as indisputable, that education for these various positions in life, and the training for their skillful performance, must to a considerable extent be varied to suit the several cases.

Again, the aggregate mass of human knowledge is constantly on the increase. Every year the facts of science are vastly multiplied. History, philology, ethnology, metaphysics, are every year being enriched by new contributions from the learning and research of students. To fill the posts of statesmanship and diplomacy requires a very different kind of preparation than it did a century ago. The general interests of humanity, the recognized interdependence of all branches of human affairs, call for a breadth of cultivation in those who would perform any useful part in the world's affairs, which was unknown in a past age.

The time was, and not very distant either, when a single man might aspire to grasp all human knowledge. Cicero, or Aristotle, or Sir Philip Sydney, or Sir Thomas More, might almost without exaggeration or improbability be believed to have mastered all the learning and accomplishments of his time. In those earlier times, it was not difficult for the same man to combine within himself the power to perform with distinguished success classes of duties that are now considered utterly distinct, if not incompatible. Sir Thomas More was not only the most learned jurist of his time, but in theology and in classical and metaphysical learning was not unworthy to be the compeer of the great Erasmus. Cardinal Wolsey could pass without difficulty or embarrassment from the duties of the priest to those of the statesman and diplomatist, and to those of a Lord High Chancellor of England.

Not so now. The great lawyer must become so by making law alone his life study. To be a great astronomer requires the labors of night and day inspired by genius of the highest kind. There are a score of departments in natural science alone, any one of

which would require the life labors of any man. The men who have pushed science outward to its present boundaries have done so by the devotion of their talents and energies to special branches. The men who have become most famous in law, medicine, theology, history, philology, mathematics, natural history, are men who have relentlessly limited the fields of their inquiries within boundaries so narrow that they were able to compass them.

Now education may be defined to be the preparation of men to fulfill in the best way their duties in life. Plainly then, as the world changes, as society changes, as the wants and interests of mankind vary from age to age, education ought to vary too. It will not do to train a mining engineer of the present day as he was trained in Tyre or Sidon. Cicero, with all his eloquence as an advocate, would have to undergo a new education before he could succeed before an American or an English court of law. It will not do to educate the Englishman and the American alike, because the circumstances in which they are to be placed are such as to require in each peculiar qualifications. It is unphilosophical then to say that institutions of learning must undergo no modification. Like all the living and active agencies in human affairs, they must have a power of adaptability which will enable them to meet new emergencies with new resources. It does not at all follow that because a peculiar form of institution is successful in one land and age, it will of necessity succeed when transplanted in time and place. To fulfill their design in giving the best culture and training to men, there must be a sympathy and an accordance kept up between the spirit and wants of the age and the institutions whose province it is to educate men for their duties.

I have no sympathy, however, with that narrow feeling which would lower institutions of learning to the level of the ordinary wants of society. On the contrary, it is their peculiar province to occupy a position above the ordinary range of thought and action, and by their influence draw men up to a higher culture. While they faithfully train men for all the practical emergencies of ordinary life, they ought to aim at the same time to impart aspirations for a nobler life. American citizens, especially, for the proper appreciation and discharge of their peculiar duties, demand much more than a bare preparation for their business or their trade. They must be able to fill intelligently their positions as the responsible and ultimate sovereigns of their country. It would surely be a most defective education which would leave the

preparation to fulfill duties so important and so intricate, to the chance opportunities of the hour.

Besides, here more than in any other country, men exchange one sphere in life for another, one occupation for another. The wants of a new and growing country demand a supply of talent which cannot always be furnished by the usual channels. It is one of the peculiar glories of our land that the avenues for advancement are open to all aspirants, and no impediments are too great for the enterprising. It is a notable and cheering fact that most of the men who now fill the important positions in professional and mercantile life, have risen to them from obscure sources. We know not for what careers we are training the young men of to-day. The son of the farmer becomes the merchant prince or the eloquent advocate. This lad who blacks your boots to-day may one day lead your armies. These browned and dusty pioneers who are posting over the plains into the rich mines of new territories, will reappear at a future day as the honored and trusted representatives of future States. Transitions so extraordinary, and yet so constantly occurring, require a peculiar system of education. We must enlarge the scope of our studies and give what help we can to these aspiring sons of America. Versatility, that peculiar characteristic which American life demands, must be encouraged and cultivated.

To educate a man for a position in life requires two things: *First*, so to train his powers of body and mind that he shall have the mental and physical strength for his duties. *Secondly*, to furnish him with the requisite knowledge of facts bearing on his duties. A soldier is to be educated. He must be drilled in physical exercises to give him strength and agility; he must have mental and moral training to give him obedience, promptness, bravery, honor and patriotism. Then he must be taught the science of war, and all those kindred sciences which will be appealed to in the execution of his duties. The object of education, therefore, is twofold—to furnish discipline and to furnish knowledge. While these two objects of education are thus theoretically distinct and separable, practically they merge one into the other. With regard to very few, if any, branches of a good education may it be said *this* is purely disciplinary and *that* informational. Nor, indeed, is it desirable—it is not educational economy—to devise or employ, more than necessary, branches of study that cannot to some extent fill both these requirements.

f one study will furnish mental discipline at the same time that it will supply useful knowledge, it is surely to be preferred to another which will impart mental discipline alone. If teaching how to extract the square root will impart mental power, and at the same time furnish a useful expedient in many practical cases, we say it is to be preferred as an educational agency to teaching how to extract the fifth root, which may impart the former, but can only exceptionally prove to be the latter. A well devised scheme of education will aim to attain these two objects so far as possible *pari passu*, employing the same studies to impart at the same time useful knowledge and available discipline. The French Commission, with the illustrious Leverrier at its head, appointed to revise the requirements for admission to the Polytechnic School, recommended to strike from the arithmetical curriculum all those parts which treated merely of curious properties of numbers, and to retain and increase those parts which furnish commercial expedients or were essential to the profitable pursuit of subsequent studies.

It is a part of true educational economy to cut off all subjects of study which cannot be shown to be useful. It is a perfectly fair question, gentlemen of the convocation, when you are asked, what is the use of this or that study? We ought to be able to give a categorical answer with regard to every subject in a curriculum of study. If it cannot be indicated to the reason of men, it has no right to maintain its place there. At the same time we demand that the usefulness of the study should be understood in its widest sense. We do not mean that the term *useful* shall be restricted to refer only to physical wants, or to commercial interests. We claim for it the widest application; to the highest as well as the lowest wants of human nature. Whatever ministers to man's intellectual and moral advancement, whatever teaches how to enjoy the beautiful and the sublime in nature, are just as much, nay, far more useful than what merely supplies his physical necessities. Professor Martin, in his paper yesterday, nobly indicated the usefulness of classical learning. He met its detractors on their own ground, and demonstrated out of their own mouths the indispensableness of a liberal classical education. To the scientific investigator, to the historian, to him who would speak and write his native tongue with precision and fluency, to him who would understand the nicer shades of thought which are displayed in the best of English writers, no other attainments or

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culture will ever compensate for the deficiency of a knowledge of the classic languages.

The great want in American education now is expansion, not contraction. We must not talk of cutting off departments of learning from those now furnished by our institutions. It is a sad reflection that already they are not equal to the demand made upon them for the highest training. Hundreds of American young men, the best and most ambitious, are compelled yearly to go abroad to get what they cannot get at home. The merchants of the country are pouring into the lap of these institutions literally their millions; and yet to get for their sons the best culture, the most approved training in science and art, they are compelled to send them to Germany and France.

The colleges of the country must prepare themselves to meet this want. It will be to their discredit if they do not. And yet we should be met with the objection on the very outset, that colleges are already teaching all that the time which American students will devote to their education, will permit them to teach. And it is precisely here that I wish to urge attention to the principles of educational economy. It is true that the curricula of colleges are already too crowded. Much that they undertake to teach must be taught slightly and with most unsatisfactory results. The remedy must be in a division of labor. We must not demand that all students shall learn all subjects. In those studies which form the common basis of a liberal education, and are indispensable for the profitable pursuit of all the sciences—in such studies there must be careful and faithful instruction for all. But the necessity of the case demands that beyond this there must be the opportunity afforded for pursuing much further special elective studies. There is no other way in which the colleges of the country can furnish the requisite facilities for a higher education, as I pointed out in the beginning of this paper.

The domain of science is so vast that no man can compass it all. To make any progress beyond what is already made in any one of the great fields of human knowledge, a man must early devote himself assiduously to some special subject. Why should he not receive some help from his alma mater in this arduous undertaking? Why should the American scholar be compelled to enter on this life task without guidance and without help, and after he has left the college walls? Why must we tell our students, as we are

compelled to tell them, that their real education must be conducted by themselves after they leave college?

To those great institutions in our country which have received the most liberal endowment, this subject commends itself. They are in a position to take action to adapt themselves to the wants of the country. Why cannot they set apart, say, three years of their college course to be pursued by all students in common in the study of those branches which are of common use in all departments of learning, and then from that point permit their students, during the remainder of their course—lengthened, if need be, to five or six years—to pursue the subjects which are to bear especially upon their chosen callings in life? Let the men in this country, eminent in their departments, while they receive from these institutions a liberal support, devote themselves, by lectures, by personal supervision of studies, by aiding in scientific investigation, by directing to sources of information, to advancing the education of young men in their chosen fields of research. The students might be few at first, who were prepared to go on with these extended lines of education. Prof. Pierce thinks himself fortunate now if out of his large classes at Harvard College he gets one or two competent to avail themselves of higher mathematical education. But we must not expect large numbers in the higher walks of learning. Of necessity they must be few;—but let it not be the reproach that when God has sent a genius into the world, he should find the means of culture wanting, and the avenues of usefulness closed against him. Out of the millions of seeds which nature scatters over the earth, how few germinate,—fewer still reach their normal growth, and only here and there one in the ages which grows on through the centuries, like the cedars of Lebanon or the giant trees of the Yosemite valley.

There remains now but one point in regard to educational economy, to which I wish to direct attention, and that is included under the term consolidation. Consolidation is the great tendency of the day. Railroads consolidate to economize their expenses and increase their facilities for transportation. Churches consolidate to secure greater unity of action in their common work. Kingdoms consolidate for mutual protection and strength. Manufacturing companies consolidate to secure greater facilities for making and selling their wares. Why should not colleges consolidate? Is it not true that there is a great waste of material and intellectual resources by this multiplicity of educational organiza-

tions? Each of these numberless, feeble, half-sustained institutions must be provided with expensive buildings, and with libraries and apparatus. In each the departments of instruction must be filled by hard worked, badly paid men, who are compelled to include oftentimes subjects most diverse in the range of their teaching, and in so far are compelled to give inferior instruction. Every friend of good education will exclaim, what a want of economy, what a waste of educational opportunities! Suppose two or three of these feeble institutions should consolidate into one. At once the financial condition becomes one of strength instead of weakness. Superfluous buildings can be disposed of, and the requisite accommodations increased. A rearrangement of the departments will give to each man the special branch in which his strength can best be displayed, and thus secure the best instruction in each. New departments, extending beyond the possibilities of the present order of things, might be organized, which would furnish the facilities for higher education than is now attainable in our country. What an impulse, for instance, to sound learning would be given by the consolidation into one great university of all the colleges in the city of New York! What a magnificent provision could thus be made in the metropolis of the nation for an institution equal to the wants of the country, and worthy of its future greatness. Let the influence of this convocation, and the influence of all friends of good education, be given against multiplying the number of institutions of learning, and in favor of strengthening and consolidating those already founded. Let local and personal ambitions be subordinated to the more important interests of sound learning. The result will commend itself as true educational economy.

THE STUDY OF LATIN, WITHOUT REFERENCE TO PROPOSED LIBERAL OR PROFESSIONAL EDUCATION.

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“ The consideration of ideas and words as the great instruments of knowledge, makes no despicable part of their consideration, who would take a view of human knowledge in the whole extent of it. And, perhaps, if they were distinctly weighed and duly considered, they would afford us another sort of logic and critic than what we have been hitherto acquainted with.”—*Locke*.

The study of the ancient classics, or at least, some knowledge of Latin, has generally been supposed to be a necessary auxiliary to a liberal education, and especially to the successful prosecution of a profession. The cultivation of the “ humanities ” that adorn social life, and elevate the mind to the perception, the contemplation and the enjoyment of “ the true, the beautiful and the good,” and beget aspirations for something higher and better than sensual enjoyment, or material success in life, has, ever since the so-called revival of learning, been directly or indirectly, the fruit of classical studies. From the same fountain issued what has sometimes been called the Baconian philosophy, which, by setting men’s minds upon the right method of interrogating nature, has made her yield up those inestimable treasures of science, whereby not only the man of wealth may be a prince, but the masses of the people, living in obscurity and comparative poverty, may, and often do, possess a hundred fold more of the comforts, conveniences and luxuries of physical life than, only a few centuries ago, fell to the lot of crowned heads. In this sphere of study alone, was found the method of making a practical application of logic and metaphysics, whereby the very foundations of creeds and sects are thrown open to the inspection, not merely of the theorist, skeptic or psychologist, but of the plain, unlettered, honest lover of practical truth; and whereby the venerable beliefs of our fathers are brought before the bar of our own consciousness and conscience, and, while the timid have shuddered, expecting to see the overthrow of the

Christian religion, the enlightened lover of vital godliness has been thrilled with inexpressible joy at the demonstration that faith and reason are coincident, and that the strongest and surest faith is anchored in the deepest and best of reasoning.

To the same source is the Anglo-Saxon race indebted for that thorough examination of the principles of human liberty, the origin of governments and political systems, which originated juries and the British constitution, built a bulwark against the encroachments of the crown, and gave to the people such a taste of liberty as to make them the mightiest nation on the globe.

It is too little known that to John Milton, not only the greatest poet and finest classical scholar of his age, if not of any age or nation, but also the greatest and soundest statesman and political writer of his day, the world, and, in a special sense, the great republic, are indebted, for the searching out, and the embodiment in form, of those fundamental principles of birthright freedom, and equality of personal right, of an untrammelled conscience, a free church and a free press, which, when the people were ripe for self-government, furnished their leaders with a whole system of political rights and prerogatives in appropriate sentiment and fitting words, all ready at hand in the political essays of Cromwell's Latin Secretary of State, who, a hundred and fifty years before the birth of our declaration of independence, to the great disgust of kings and tyrants, wrote such words as these: "No man who knows aught, can be so stupid to deny that all men naturally were born free; being in the image and resemblance of God himself, &c." And from this "self-evident" truth he proceeds to show, in irresistible logic, that all governments must "derive their just powers from the consent of the governed," proceeding in such language as this: "It being thus manifest that the power of kings and magistrates is nothing else than what is only *derivative, transferred and committed to them, in trust, from the people to the common good of them all, in whom the power yet remains fundamentally, and cannot be taken from them without a violation of natural birth-right,*" and so on, for the utterance of which self-evident truths he was maligned and persecuted while living, and even stabbed in his reputation, when dead, by Dr. Johnson and the other liberty-haters who survived. But his propositions lived. Conveyed to a new continent, they grew with unwonted vigor, till, in the very cradle of liberty, like the hands of a young Hercules, they strangled the hydra of irresponsible power sent to crush and swallow

them, and now, in the young manhood of our nation, these same propositions of "John Milton, the old blind schoolmaster," have shaken the continent with an earthquake that has broken the shackles of every bondman, and made its vibrations felt on the other side of the globe, realizing to us the vision of this same poet, as seen by his prophetic eye more than two hundred years ago: "Methinks I see in my mind a noble and puissant nation rousing like a strong man after a sleep, and shaking her invincible locks: methinks I see her as an eagle, muing her mighty youth, and kindling her undazzled eyes at the full midday beam; purging her long abused sight at the fountain itself of heavenly radiance; while the whole noise of timorous and flocking birds, with those also that love the twilight, flutter about, amazed at what she means, and in their envious gabble would prognosticate a year of sects and schisms." And, as Milton modestly tells us at what classical fountains he had drunk in these inspirations which made his soul yearn for a better government and a higher political and religious condition than the world had ever seen, so in his letter on education, he tells us he would have the youth of the nation, after having their minds disciplined, and their souls fired by contact with the same master spirits of old, come "to the study of politics; to know the beginning, end, and reasons of political societies; that they may not, in a dangerous fit of the commonwealth, be such *poor, shaken, uncertain reeds, of such a tottering conscience* as many of our great counsellors have lately shown themselves, but *stedfast pillars* of state." If the working out to a demonstration, through blood and fire, of Milton's propositions concerning civil government and religious liberty has proved the heaven appointed means for the salvation of the church and the nation, would it not be reasonably safe to make a fair trial of his theory concerning the proper method of preparing the youth for the responsible duties of self-government?

But I can only thus, by a hasty generalization, barely shadow the indebtedness of the present age, for all its practical attainments in science, and for all its material prosperity, to those minds that have been either directly imbued with classical learning, or have been awakened and impelled by those that were thus instinct with the life of clear analysis and deep thinking. The fullest proof of all that is here implicitly claimed for this foundation of all sound learning, can be given in details which would far transcend the brief limits of this paper. The means of such proof

are contained in the dry statistics, gathered by the patient researches of such men as Professor Kilbourn, who, since the ungrateful efforts of some to depreciate the worth of classical studies, have accumulated such a mass of evidence as appears to be, in some departments, at least, almost exhaustive; showing that, hardly any real progress in the arts and sciences, and almost none at all in the professions, have ever had their *origin* independent of such studies. I trust that this mass of testimony may be printed for distribution.

I am not unaware, however, that by availing themselves of the facilities which classical studies have brought to the professions, some enterprising men, and some men of genius, have been enabled to enter, empirically, at once, upon a profession; using, and frequently with a good degree of practical discrimination, the gathered and assorted lore of those masters of the profession who had been classically trained, they have thus converted the profession itself, whether law, physic or divinity, into a lucrative *trade*; and then, with an ingratitude, which, unless ignorance be a just bar to conviction, is parricidal, have asserted their entire independence of the schools, and of the whole course of preliminary intellectual discipline which is born of thorough and proper classical study.

But, allowing classical studies to be a necessary coadjutor to liberal education and to professional life, for those, at least, who look upon a profession as something more than a mere *trade*, ought these studies to be confined within these narrow limits? Have common minds, that are to be trained merely for the ordinary pursuits of every day life, any need of classical learning? Do those taking merely an English or scientific course, need to study Latin? Such questions as these arise from two vitally fundamental errors, viz: The supposition that the design of education is to fit its recipient to achieve material success; and, secondly, that the object of studying Latin is simply to add the knowledge of another language, or to learn to read the language of the ancient Romans. I call these errors vital and fundamental because, in the first place, no course of study is true education, or any thing more than the learning of a trade, unless it is vitalized by some higher motive force than the dray-horse of material success. True education seeks the absolute perfection of man, corporeal and mental, intellectual and moral; and, while we know that this cannot be attained in our present sphere, the mind should be put upon the road that tends in that direction, and, so far as time, means and circumstances allow, be habituated to tread the upward path, with

high and holy motives, hopes, aims and ambitions. The young are to be educated, not because they are to take care of themselves, or do good in the world, but because they are human beings, because they are made in the image of their divine Author, because they have souls capable of endless approximation toward Omniscience, because the present life is the limit of their probation, in which narrow sphere they must achieve one success, and that belonging to their higher nature—to the mind, the soul—or their whole future existence will be an irretrievable failure. Were this not the case, were the common mass of the people to be trained simply to get a livelihood, whether by the sweat of the brow, or the fiery vigor of the brain, they would need to be, as many of them are, but machines, having their theories on science, on language, on law, politics and religion, made for them, in which they should place the same faith which was exercised in learning the names of the letters of the alphabet. They should attach themselves to the church and the party where they may get the most comforts and the best pay, for doing the work of those who think for them on all subjects worth thinking about. They might be the safe subjects of an empire, or of the Pupal States, but should be intrusted with the ballot only when chained to the chariot wheels of their liege lord. They are not fitted to become the citizens of a free republic; for these must be capable of turning up the very soil with a plowshare that owns allegiance to the laws of logic, and of fighting with a bayonet that thinks.

As to the error involved in the supposition that Latin is studied merely to learn that language, and to read the authors who wrote in it, I reply briefly that the common objection to the study, based upon this assumption, is a valid one, viz: English scholars do not need to write or speak Latin. The English language, if any language on earth, is certainly competent to the wants, purposes and capacities of the most active minds, in all the relations of life, in this most stirring age. Those who frequently interlard their speech and composition with quotations from Latin, or any other foreign language, are generally of little account, and probably ignorant of the highest and best uses of their own vernacular. And, as to the reading of the wisdom of the ancients, treasured up in Latin and Greek authors, though there was a time when the most important and laborious duty of the universities was to preserve, copy and interpret these ancient records of learning, the invention of printing has made the universities of but little conse-

quence in this department, by multiplying copies of the originals, interpretations and expositions, till a college student may read any of these old authors through, without finding a difficult passage, or making the acquaintance of the originals, and so may any one else. The common people know all this, and their objection against so much labor for such an object is as well taken as was that against the method of carrying a grist to mill, said to have been in vogue among their forefathers.

“ Well, then, says one, why, ‘ in the name of all the gods at once,’ should students, not designed for a profession, study Latin ?” This question may be answered directly and pointedly, and even briefly, to those acquainted with the method of mental growth. It is a fundamental law of our being, unexceptional and irrevocable, that the mind grows, or obtains power—for the terms growth, expansion, faculties, &c., &c., when applied to the mind, are but blind, and often very deceptive, metaphors—only by the exercise of its own native or inborn energies, or, to state it differently, the mind never gains power except through the exercise of putting forth power. Try the experiment ; begin with the youngest mind : it has but little power ; call it out, it has gained, perhaps, as much more ; continue the process : if it reach a point where it cannot put forth any more, where you cannot evoke any more, its growth or increase of power stops at that point. If this self-exertion cease in infancy, we say the mind is idiotic, if a little farther on, semi-idiotic, &c. ; if it lack the ability of self-exertion in a certain direction, we call this a natural defect, or want of a faculty. *e. g.* It is said that George Combe could not learn the multiplication table by seven years’ study. It is also a law of this law that the maximum of mental energy is in the discovery of a new truth (*i. e.*, new to the mind that discovers it), the minimum in the receiving of knowledge from others. The child is vastly more pleased with the finding of an object, unaided, than by having that object found for it, because the greater mental energy always affords the more pleasurable emotion. Hence every true system of education is based upon some plan of setting the young mind upon a course of discovering truth. All that can be given to the young, in this way, should be given in no other. It would be a dull and wasteful employment of the mind to commit to memory the propositions of Euclid—just as useless to commit the demonstrations : to prove to one’s own consciousness the truth of the demonstrations, would be much nearer to the discovery of a new

truth ; but, if a part or the whole of a demonstration were to be discovered by the pupil himself, to one equal to the task, the process would afford an exquisite happiness akin to that felt by the Greek who immortalized the word *Εὕρηκα*. This is the reason why some new application of a known principle has made its originator mechanical genius, in some instances almost beside himself, and living in a region of light and beauty unknown to all save himself. This it was, that, in the providence of God, made Galileo and Sir Isaac Newton great. It is this principle, and this alone, that has made every real student that ever lived. How, then, shall this law be made operative to the best advantage, and to the greatest good of all, or nearly all, classes of mind ? Simply by proceeding to deal with minds according to the demands of the law. The world has been astonished to see what even the infantile mind is capable of doing, in the way of self exertion, when led by this method, as directed by Pestalozzi. But the process should not stop, nor should the method be dropped, with infancy. When the mind is sufficiently taught to put forth its energies upon objects of sense, it should come at once to the study of language. It should be taught to put forth its power upon words, to see how they are made, for what they are made, what truths they contain, how these truths are to be discovered, what relation they have to ideas and so on into metaphor, science, ethics, metaphysics, etc., etc. And what language is the best fitted to call out the energies of the young mind ? No doubt its own vernacular, its mother tongue. It will here get its vocabulary, while exercising its powers in naming objects and describing their properties. But the mind is not always to be concerned with this class of words so easily and rapidly laid up in the memory as names and attributes, and actions that can be seen. Consciousness soon asserts its power, and the mind begins to *introspect*. It turns over the treasures laid up—makes new, beautiful or grotesque combinations. The *moral* sense demands a new set of terms, new names, new attributes : a new world supervenes. Its wants must be met, or the young mind soon tires of that on which it can exert only the power of an infant. Even in the study of science, it has terms which it cannot handle with the same satisfaction it felt in the name of a visible object. What must be done ? It has not been accustomed, if rightly taught thus far, to grasp words and hold them by mere force of memory, when it can get no hook upon them, nor any mark to identify them.

Shall it proceed to learn these by the "help" (?) of a dictionary, or by such definitions of them as are given in each science in which they occur? Horrible! Is this process of learning the English language one of the methods of science? or, does it contravene both the science of language and the laws of the mind? Apply this method, if chaos can be called methodical, to the study of any other science. What should we think of a work on botany that should propose to take up the whole vegetable kingdom, plant by plant, without any other classification than an alphabetical list, containing a separate description for each, till more than two hundred thousand individuals were exhausted. How long would it take the student to master, say, fifty thousand by this method? And, if his memory had accomplished even one-quarter of such a task, would his mind be able, after this, to put forth any power? I think not. And yet, it is neither caricature nor exaggeration to say that those who are expecting a pupil to become acquainted with his native language so as to be competent to its use in works of literature and science, without the aid of Latin or Greek, are vainly expecting him to do vastly more, precisely according to this impractical and barbarous method; for they set him to the task of learning the terms of literature and science, one by one, as so many independent, or detached, arbitrary symbols, which often seem to mean one thing in one science, and a very different thing in another, and to have, perhaps, in common language, an application entirely at variance with both—witness, *attribute, essence, essential, subject, denomination, Gentile, factor*, and so on, *ad libitum*—and they expect him to do all this, simply by force of memory, without the aid of classification or science; and suppose an earnest pupil to have accomplished this, in respect to a great number of words, say the terms used in so many sciences as he has "gone over," what is he to do with the almost numberless shades of thought which these same words, and many others in general use, may be made happily and forcibly to express under the manipulation of a skillful writer who had the seeds of words sown in his soul when he studied the classics in boyhood?

It is necessary here to revert to the law of mental growth and ask what a weakening process is it for the mind thus to be set to learning the meaning of words by being told what they mean, instead of being furnished with the materials and allowed the gratification of using the higher mental energy required to discover to his own consciousness just what they mean and why? Here it

will be suggested at once, that we have the whole system and true method of learning our language set forth in our spelling books, with Latin and Greek prefixes and suffixes, and in etymological class books. What more is wanting? To this I say, firstly, that this process but affords the less mental exertion. The facts and laws are to be committed, and but very little chance is given to the student to make the discovery of truth for himself. This method of studying the English is infinitely better than the old process, because it proceeds on the principle of classification, but it lacks the stimulus of the greater and more pleasurable emotion of exercising the greater energy employed in discovery. Some thirty years since, Salem Town, taking the hint from an old author who had made a similar experiment, set the public mind on fire by the publication of his new plan of learning the English language by the Latin and Greek radicals found in its words. This directed the attention of many teachers to this excellent method, and much good was done, even to those who did not become classical scholars. Town's Speller and Analysis were popular, and other scholars, falling upon the same treasure that had been so useful in the hands of Dr. T., published other works; and there are excellent etymological text-books, such as Oswald's, Lynd's, &c.,—the last named being very superior, and yet, in many places, not known, and, perhaps, nearly or quite out of print; and why is this method apparently almost falling into disuse? Because all these books are of vastly greater service to those who have a knowledge of Latin or Greek, or both; inasmuch as to such, they are suggestive, and set them upon the right track to a fruitful field of discovery. Every Latin scholar should possess such a work as Oswald's Etymological Dictionary, or Lynd's Etymological Class Book. But a few months' study of the English language, by going directly to the learning of Latin inflexions, parsing, and analysis of Latin words, is, in every instance, when properly conducted, vastly more productive of a thorough knowledge of English words, and of a healthy stimulus to mental energy, than the labor for the same number of years, devoted to the careful study of the best etymological works, under the guidance of the best instructor, unaided by the direct study of Latin. And again, a teacher ignorant of Latin or Greek, is almost wholly incapacitated for giving instruction by means of etymological text-books, being entirely without any means of originality, or of verifying the dicta of the author, or of teaching more deeply than the bare

text, and consequently incapable of driving the didactic machinery by that higher force of original thinking generated by discovery, and without which any teacher, in whatever department, must soon "run down."

The only possibly successful method, then, of learning the English language, is to study it first by means of the learned languages, whence it derives almost every word in its scientific, literary and metaphorical (or figurative) vocabulary, besides a vast number of the terms in common use by the common mass of minds of ordinary intelligence, whether classically educated or not, which terms the shrewdest and best practical men, unless they have learned them by the means indicated, are liable to misspell and misemploy, so as often to bring upon themselves great mortification, and lead the most modest, thoughtful and deserving to distrust their own ability to express their opinions publicly, often when their own interests or those of society imperatively demand that they should do so; and to induce the less scrupulous to seek posts of honor and emolument, by appearing in hired plumage, to claim the homage which they know to be unmerited. What does our nation lose, of moral worth and tried integrity, from this source alone? What would have been the feelings of a veteran editor of an influential city paper of great age and wide circulation, if some one could have shown him his exact position in the literary circle in which "he moved with pomp and circumstance," when, after having given a sarcastic thrust at the stupidity of studying the "dead languages," (as he supposed them to be,) he described, in florid rhetoric, a new railroad round-house, characterizing it as an *octagon of sixteen sides!* or of that medical man of extensive city practice, who, after saying that *he* "had never yet found the need of more than one language," alluded to one of his patients as having a "*hepatic affection of the liver!*" Both these instances came under my own observation, and enough more, had I taken pains to record them, to make a sizable book, the honor of whose parentage ought not to be given to Mrs. Partington, when there are so many distinguished "matrons of the male sex" who have shown themselves fully competent to utter *facetiae* of this kind, without even a consciousness of their eminent qualifications in this line.

Not to pursue this part of the subject further, but to state briefly the method in which the English language should be studied, and a portion of it mastered, before any of the sciences

are taken up by their text books, some brief compend of Latin grammar should be used containing all the Latin inflexions, and sufficient explanations to enable the young pupil to learn them, not by the ancient process of memorizing all the words, but by learning a few terminations and the method of finding the root, and the process of annexing this to the significant endings, till he is capable of discovering for himself the method of procedure with any word. Then let him begin to parse and analyze verbs, giving, at least, the first and third roots, with a single meaning attached, and find for himself so many English derivatives as he is able, and discover what relation each has to the root both by orthography and signification. After a little, give him English words promiscuously, if possible (unless he is too young), such as he has never seen or heard, but such as are current with those who write the plain Anglo-Saxon in its purity, and such as are derived from the root of the words which he has already parsed, analyzed, and used to form derivatives, and require him to give their *etymon*, i. e., their *radical* or *root-meaning*. As the process goes on, he will be surprised and delighted to find that he had been using Latin words daily to express his own ideas, even when he did not know what his words meant; and he will now begin to learn the art of verbal criticism by correcting himself and others. E. g., he will say, "I never before knew the difference between an *audience* and a *congregation*. There would very likely be a *congregation* in every *audience*, but not *vice versa*; for when M. De Lave walked his rope, at the Falls, there was only a *congregation*." He is learning to think now more correctly, more rapidly, and more profoundly, than ever before; for there is not a new word that comes to him thus, on which he does not put forth such power as he gets some pleasure, and often that which is very intense. Care must be taken, or he will over exert himself from the great delight he finds in a study conducted thus. He feels that he does the work himself, and often becomes impatient of assistance. He wishes to see the new land *first*, and be the first to set his foot on shore. The "blurred metaphor" of the English dictionary, on which he once looked with so much awe, is beginning to lose its reverence in his estimation, for he is getting behind the scene and discovering of what materials it is composed; and sometimes he finds that, in its definitions, very weak broth has been made from very strong meat. Let him proceed in this manner, for all science is *correlated* truth, so that, while this

method is the only true one for learning the English language, it is also the only proper one by which to prepare to read the Latin language, so that while there is no reading of Latin probably, the first year, but the whole time is spent in the parsing, analysis and etymon of Latin words, for the grand purpose of learning the English language in its purity, simplicity, richness, and unlimited capacity and flexibility, should any member of a class thus taught, begin to read Latin, the second year, he would, by its close, easily outstrip all who had spent the first year in learning to read by the ordinary process, while the latter would probably have derived no help toward becoming acquainted with their mother tongue. And here, I suppose, is the whole cause of the odium cast upon the study of Latin by the common people, when, if none but the true method of studying Latin were pursued, I do not believe there is power enough in any board of education, or body of trustees, to keep this branch of study, or this method of learning the English language, out of the common schools. [If this be not so, why is it that many and many a parent has come to me and said, "I did not want my son [or daughter] to study Latin, but if you will only take him under your care, and impart to him that desire to study *anything whatever*, that you have given to my neighbor's boy, who was once just like mine, you may put him into Latin, Greek, or Hebrew—anything that will make him love study and attend to his books—anything that will, in time, make a man of him, for I fear he will be a boy always."]

Many questions arise here, which, had I time, I should be most happy to answer, one or two of which I can hardly forbear to mention, viz : How early may this method of studying English be profitably commenced ? and is not a previous knowledge of English Grammar necessary ? To the first inquiry I reply that the same discretion should be used as in other departments of instruction, while we should bear in mind that, for other branches, the young very early discover a facility and fondness of acquisition, or either a natural incapacity which leads to aversion or a decided preference which secures marked success ; and we should first determine whether the lack, or failure, be in the pupil or in the *method* ; for instance, some, like the writer, are wholly incapacitated by nature for acquiring, under the most favorable circumstances, the first rudiments of music ; others, like a mathematical Professor of the writer's acquaintance, can never be taught the distinction of colors ; and others, again, are like George Combe, above mentioned,

who, after studying mathematics seven years, could not master the multiplication table. But language, being the vehicle and instrument of thought, the grand distinction between man and the inferior animal creation, the only medium for the discovery, preservation and propagation of any knowledge, science or art whatever, and the only one by which any instruction can be communicated, or any mental discipline secured, no human beings, capable of any intellectual culture, can be so constituted as to be naturally incapacitated for the acquisition of language. One language is learned by children with as much apparent ease as another. I have known a little prattler to learn Latin, Greek and English at the same time, each of which formed his first articulate utterances *pari passu*, and hence, with a proper *method*, the age at which Latin may be commenced is not material; but, as I have already suggested, the study of English *word-building*, and practical English orthography and *etymon* of the metaphorical and scientific words of our language, should be introduced as a study into the schools for pupils who have already made good progress by means of the Pestalozzian system of learning the use of those common words which are first learned and first employed by children, as expressive of objects of sense and the actions allied; but, by all means, before they come to the study of any of the sciences. Hence, in the system of object teaching, so called, I would throw out the Latin and Greek roots, except where they occur in short words as descriptive terms of familiar objects. I consider it as an absurd and pernicious waste of time to carry the young mind through the terms of the arts and sciences, which terms, however familiar he may become with them, must ever be barbarous until he comes upon them by the natural, scientific, easy and delightful method of *discovery* which I have pointed out. Let him be told that "*in-com-bus-ti-bil-i-ty*" means "that which cannot be burned," and a hundred other similar things about words of this kind, that his young vocal organs can scarcely yet utter, syllable by syllable, and, though he may credit the assertion, and be proud that he can repeat the definitions of so many long compounds, he has *learned* nothing; he has been *taught* nothing by this process of committing the *dicta* of his books and his teacher; but let him learn, at the proper time, and by the true method, that the root *ur, ust*, means *burn*; and that, from these few letters, as a seed, or bulb, grows up a fruitful tree: let him be taught to plant such a seed and rear the tree himself, and then he has put forth power and gained more

than as much additional force. When he has once learned to sow and reap in this manner, if he is told that "*asbestos* means *incombustible*," he will ask *how*, or *why* does it have such a signification? and if he cannot find it in his Latin roots, he may, sometime, learn that its Greek root has nothing to do with *caustic*, burning, but is concerned with *putting out* the burning; and that he has been *deceived* by the definition; that *asbestos* never meant and never can mean anything but *inextinguishable*; and then he will be anxious to know *why* it was applied to a *stone* which will not burn at all. In time he will continue the search, will ascertain that this mineral was at first called the "*Cyprian stone*," from the place of its discovery; that it was a great desideratum [*desidero*, *desiderium*, a feeling of *want* or *lack*, sometimes called *desire*] among the ancients to find a lamp whose wick would not *char*, or turn to *carbon*, for such a lamp would never go out, so long as supplied with oil, and could be left in a tomb or a temple for any length of time, with an assurance that it would continue to give light so long as its fountain of oil continued to flow at a given rate; and that a certain Greek—the *proto*-type of the Yankee—made a *lamp-wick*, of Cyprian stone, which would not *char*, and called it *asbestos*, or in-ex-tinguish-able; and that this finally gave a permanent name to the stone itself. In this illustration I have made use of an actual occurrence which came under my own observation; and must let this one serve in lieu of similar incidents enough to fill a volume, all going to show with what avidity pupils will study a science by the true method, how many of the correlated truths of other sciences they will learn while pursuing a single branch, and how rapidly and how *healthily* the mind *grows by its inherent energies* (*inworkings*), by such a method. I have reason to believe that an eminent geologist owes his introduction to his favorite science and his true inspiration or love for it, to this method of studying the English language.

It will hardly be necessary now to say, in answer to the question about taking this branch of study before learning English grammar, that this method should be commenced before the pupil has sufficient maturity of mind to understand the philosophy of language, or to comprehend, with any success, the intricacies of syntactical relations, both of which belong to the very foundations of English grammar, and no one should take up this branch while its whole nomenclature would be to him a barbarous language, each term of which must be grasped, as given in the definition,

and held by mere force of memory. Who ever learned the true force of the subjunctive mood till he learned the *etymon* of *sub* and *junct*, so as to be able to feel their *power*? As to how long this study is to be continued thus, I need only say, that the longer time any one can enjoy an exercise so delightful and so practically useful to every young mind, in a great many ways which I have not space here even to suggest, the better. After the first year, in the majority of cases, and before that time in many, the mind of the student thus trained, will have acquired so much more ready available mental power, and so much greater facility to learn, that he will do more work and do it better, in any branch of science or literature, besides continuing his Latin, than can be done by any one of equal capacity in the outset, who has not had this kind of training in the words of the English language. This has been repeatedly tried, and it is the universal testimony of academies and colleges in which public odium against classical education has established a "scientific course" (so-called), that classical students will carry all that is put upon the "scientifics," and with better ability and with more effectiveness, and take Greek and Latin at the same time. If there are any exceptions to this, they have escaped my knowledge, after many years of experience, and much inquiry.

I must omit to speak of the wonderful facility given to English composition by the study of Latin thus pursued, and to show how the ability to compose is increased when translation begins, and to call attention to the great deficiency of eminent men in this respect, who have been thoroughly trained at military or other schools where the classics are ignored, and who, perhaps, by real mental worth, have risen to the summit of earthly fame and cannot make a speech or write a letter. But, perhaps, I ought not to omit to speak of a deception often practiced upon the masses and sometimes by men who should be ashamed to be thus contributing to mislead. It is often said that classical words constitute a very small portion of the English language, and from this an attempt is made to assign to the study of the classics a proportionate inferiority. It is an irrefutable answer to any such insinuation to state the simple facts. First, all our books in every art and science would be entirely destitute of any language in which to express its truths, if deprived of their classic-born nomenclature. I have not room to illustrate—let any one try the experiment. Begin with English grammar, or any other branch of study, and see

what this pompous falsehood makes for an argument against classical studies. Secondly, our language will not grow and bear fruit from its native stock. Try this. I cannot give a whole volume of illustrations here, but one could very quickly be gathered. Thirdly, the new words introduced into our language so readily and so beneficially of late, which are often so expressive, come nearly all from Latin and Greek roots, and how are we to know these, unless we know the root whence they came? Fourthly, what sort of an argument is that based upon mere *numbers*, where the particles, which connect words expressive of thought, have as many votes as those by which we think. E. g., suppose I say, "*I did not design to be sarcastic*," five-sevenths or upwards of seventy *per cent.* Anglo-Saxon, and but two-sevenths, or less than twenty-nine *per cent.* of classic, says the industrious counter; but throw out the classic element, dismiss all the natives but the negative particle, and what is left? No *intended sarcasm*, the whole idea more tersely expressed. Let any one pursue this experiment *ad libitum*. I might go on, if time would permit, up to twenty-fifthly, but I will close by a single question, followed by an illustration. Are men of learning who put this as an objection to classic study as an absolute necessity for English scholars, serious in what they say? Let me earnestly disclaim any intention to say that they are not; nay, even go so far as to say that I believe that the ablest and best of them *think that they are so*. But it will certainly be fair to take an illustration from an author who, as a scholar and popular lecturer in this department, stands, in many respects, at least, at the head of those who have brought this subject to notice on this continent; and certainly he, if any one, is capable of writing the English language in its purity and perfection "with good Anglo-Saxon words," unmixed, and free from the meretricious and tawdry adornment of foreign classic terms. I will, therefore, quote a single sentence bearing directly upon this question from Marsh's Lectures on the English Language, page 86, in which the italicized words which occur are to be particularly noted, both as to their force and *fittingness*, both to express, and to *illustrate*, the sentiments and logic of the gifted writer.

"Further *study* would teach him that he had over-rated the *importance* and *relative* amount of the *foreign ingredients*, that many of our seemingly *insignificant* and *barbarous consonantal monosyllables* are *pregnant* with the mightiest thoughts, and alive

with the deepest feeling ; that the *language* of the *purposes* and the *affections*, of the will and of the heart, is *genuine English-born*, that the *dialect* of the *market* and the fireside is *Anglo-Saxon* ; that the *vocabulary* of the most *impressive* and *effective pulpit orators* has been almost wholly drawn from the same *pure source* ; that the *advocate* who would *convince* the *technical judge*, or dazzle and *confuse* the *jury*, speaks *Latin* ; while he who would touch the better *sensibilities* of his *audience*, or rouse the *multitude* to *vigorous action*, chooses his words from the *native speech* of our *ancient father-land* ; that the *domestic tongue* is the *language* of *passion* and *persuasion*, the foreign of *authority*, or *rhetoric* and *debate* ; that we may not only frame *single sentences*, but speak for *hours*, [of course write as well] without *employing a single imported word* ; and, *finally*, that we *possess* the *entire volume* of *divine revelation*, in the truest, *clearest*, *aptest form* in which *human ingenuity* has made it *accessible* to *modern man*, and yet with a *vocabulary*, wherein saving *proper names* and *terms*, not in their *nature translatable*, scarce seven words in the hundred are *derived* from any *foreign source*."

About seventy-five words borrowed from a "*foreign source*," to help our mother tongue, say that they were not needed for this or any other purpose by any English speaker or writer ! One word in regard to what is said of the "*volume of inspiration*"—(Bible). By counting, Mr. Marsh tells us, that this book is found to contain but seven *per cent.* of foreign words ; but he did not tell us that 35,563 of these words are repetitions of the word *and*, nor how many times we should find *of*, *the*, *in*, *for*, etc., etc., nor what is the *relative value* of the untranslatable words to which he refers : e. g., such as the Greek *Apostle*, *Christ*, *Deacon*, *idol*, *plague*, etc., or the Latin, *divine*, *conscience*, *grace*, *Mediator*, *Redeemer*, *Prince*, *glory*, *punishment*, *eternal*, *repentance*, *patience*, *experience*, *doctrine*, *resurrection*, *prevent*, etc., etc.

LITERARY EXERCISES IN ACADEMIES.

BY SAMUEL G. LOVE, A. M.,

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Some of us may possibly remember when we were boys just entering for the first time, the threshold of the academy, or other high school, and possibly we may remember how inexperienced, jolly green we were in those more or less distant days. We can call to mind too, having just laid aside the implements of the farm or the work-shop, in what regal splendor the grounds and buildings were spread before our excited admiring gaze; how unwillingly we were made to know that mud and filth were the necessary accompaniments of rain and sour weather, in those enchanted regions, with what a thrill of joy we beheld, for the first time, the good, the noble preceptor and preceptress, their countenances beaming mildly and benignantly upon us, as though in us they saw the future greatness of our country. It is barely possible that we read their countenances wrong, or that those personages have slightly degenerated since that period.

Then came the study and recitations; and if heaven has given us the power to see ourselves as others saw us at that time, we can recall our awkwardness before the class, how wide we did shoot from the mark in spite of our grandest efforts, the sly snicker of our mates, and the quiet encouraging word from the teacher, till at last confidence and strength came slowly to our aid. Before many days, however, with some trepidation and a little secret pride, we heard our names announced among others, to furnish an essay for the following Wednesday. We had never in our whole lives, perhaps, composed a line, but in the confidence of untried strength, we felt that we could move the mountains, and melt the hills to tears. Lo! what a signal failure was ours. With pen in hand for hours we sat. Thoughts eluded us like shadows of fleecy clouds over the far-reaching prairie. As futile were our efforts as the grasp of the child for the stars. Weariness and sleep overcame us. The time drew near. The kind, good preceptor gave us another week. How we would in that time accomplish the great work. At length the meager production

was completed. How carefully we folded it from the sight of every intruder. Shame and pride wrought our self-consciousness to a high degree. The whole world knew of our effort, but its judgment should not be rashly summoned. It was too sacred for vulgar eyes. Our first sweetheart alone should peruse its hallowed page, for there were only about eight lines. And she said it was so nice, so full of good thoughts, that we gave it over to the teacher with ill-concealed satisfaction. At length it passed the ordeal and was returned. But, oh! how defaced! how marred! With hurried hand he had written in the margin, "Be careful about blots, *nine* are too many for one short essay. Your attention is called to the first sentence, viz: 'Spring is the most pleasantest time of the year.'—Grammatical error, etc. Again, the last sentence but one, 'The ox is a *nobul animi*.'—The words underscored are misspelled, etc., etc." How impotent was language to express our disgust with ourselves, our rage with the teacher. And when we thought to retrieve our good name at declamation, we stumbled and fell headlong upon the rostrum. Alas! the mishap closed our utterance, but opened the fountains of our tears. Kindly the teacher excused us from so embarrassing a position, saying, perhaps, that we had a good voice and manner, and would do well another time.

To-day even, notwithstanding the great improvements in our schools, literary exercises in our academies are a serious, dreaded business to many of the students, and an unwelcome task to some instructors. The burden is thrown upon the pupil without any preparation, and hence he flounders about, as in thick darkness. Young persons, almost men and women in stature and years, often enter the academy, who have never attempted an essay, or even a letter scarcely, having what is called a good common school education, and who firmly believe that the duties known as literary exercises, are all stuff and nonsense. They are without sufficient knowledge and experience with the world to appreciate their use in practical life. Their aspirations do not lie in that direction. Pride and ignorance tend to stimulate opposition to, and even revolt against, these meaningless exercises. This state of things on the part of the student, will sometimes beget indifference and neglect with the class officer. Is it strange, therefore, that students do often complete the academic curriculum, and enter upon the college course, or go out into the world, without being able to

express their thoughts upon paper, or even to utter them with any degree of ease or accuracy?

It is proposed in this paper to remark briefly upon the object of literary exercises in our academies, and the means which may be employed to accomplish the object; and in the first place it may be stated, that the aim should not be to make great writers or speakers of the students. Such a mark is too high for them. Instead of kindling the ambition of the learner, it will, in many cases, prove a lasting discouragement. The gulf is too wide for him. He cannot overleap it. Continents and oceans lie between him and the end to be gained. And in the event of rapid growth, he will be too apt to fancy that he is nearing the goal, and slacken his efforts accordingly. Rather let the facts appear before him in real living colors. Let him understand that he is to learn to utter his own, or the thoughts of another, with freedom and force, in the presence of any audience, upon the street, before a knot of neighbors, or upon the rostrum or the stump, to the assembled multitude. Let him be taught also that the pen of the ready writer is plumed for its mission only by patient, careful thought and research. No flimsy rhapsody, no wild unstudied statement can ever avail to move, or arouse in the right direction the intelligence and coöperation of good citizens. As in the ordinary walks of life, experience gives strength and vigor, and in the various professions, long-continued effort and practice make men valuable, so in this little matter must the student be trained to patient persevering labor, reviewing his work from time to time, writing and rewriting his argument, until it shall assume proportions and a state of perfection satisfactory to his best understanding.

An object of importance to be gained by the student in these exercises is confidence in his own opinions and views; such assurance as will enable him to meet opposing statements without shrinking, and to weigh them with candor. At the outset, the learner will very likely have too much pride to give an unbiased expression to his thoughts. The most common-place topics will assume in his mind an unnatural importance. Every blow aimed at his argument will be sure to hit him, and writhing under the pain inflicted, he will strike wildly about, without plan or purpose. This excessive self-consciousness must be toned down, until he is enabled to see things and estimate thoughts objectively—a hard lesson for many to learn, but valuable as any event in the life of the student.

It should be distinctly understood and impressed upon the mind that these exercises have a direct bearing upon every day practical life. Time is seldom wasted in studying the use of language. As a medium of communication between man and man, a vehicle for the expression of thought and emotion, it has all the varieties from the old go-cart that travels the road over so thoroughly, to the superb turn-out gliding through the streets of our cities; from Jonathan or Teddy on the witness' stand describing the last night's broil, to the elegant periods of an eminent divine, or the telling words of a distinguished jurist. And it becomes the imperative duty of the student to avoid speaking or writing at random, to become acquainted with and to use the best forms of expression, to talk his best in conversation, as he has learned to write in a style the most approved and acceptable. The interests of education demand that our youth should be early instructed in the development of their conversational powers, to use the right word in the right place, to employ fewer terms with more meaning, to become more studied in expression and less emotional. Without these attainments we cannot become an educated people in the best signification of the term. And it seems to me that these exercises constitute the beginning of this culture. It may be said, and the argument may be good, that these constant efforts at precision and elegance would deprive our language of its bloom and fragrance; and yet we are apt to extol the Greek and Latin for these very qualities.

There are several specialties that may be noticed, and they should be carefully watched in conducting the exercises in composition writing. The first I name is the mechanical execution of the work. It will possibly answer for lawyers to draw legal papers in such a manner that nobody can read them, not even themselves on the following day; it may do, perhaps, for doctors to make prescriptions in hieroglyphics, but the young learner should be given to understand, that there is beauty as well as utility in a fair, legible handwriting, a neat, clear page, and evenly arranged margins. It is true that slovenliness and other irregularities are sometimes attendants upon genius; but they should always be set down as faults more or less injurious, and not even dignified as doubtful virtues. They are the legitimate marks of ill-breeding, loose training, bad taste, and not unfrequently they proclaim dissolute habits. Neatness and order are grand essentials for the young person preparing for the duties of a business career.

And in these essentials I would have the student trained with special care, even to the filing of a paper passing through his hands. It has happened that students in college, and business men were entirely ignorant of the fact that one way was preferable to another for folding and filing a written document. But aside from its practical bearing, as a matter of general culture, the subject demands careful attention from the instructor.

Many young men and women entering upon a course of instruction in our academies are lamentably poor spellers, and indeed the same is true of a large class of the community. The pastor of a church addresses the teacher of his son as *principle* of the academy. A presiding elder, writing to the superintendent of an institution, mentions the ill *helth* of his daughter. A graduate of college writes to his friend that he has at last *concented* to accept the principalship of a certain flourishing academy. A young man, educated at an academy, and now in business, writes that he has more business than he can "ten to," meaning, attend to. A gentleman resided in New England, the land of schools and scholars, spells Chautauqua, shar-talk way, and this upon the envelop of a letter. Instances might be multiplied indefinitely in which the native American English is murdered by wholesale in its very infancy. I venture the opinion, however, that it is not a matter of surprise that the orthography of our language should be so indifferent among persons more or less educated. To a foreigner, a novice in the use of English words, the letters, as has been aptly remarked, seem to have been tossed into a hat, well shaken, and then drawn, without sight, arranged in rows, terminating the words at convenient points. Indeed, our best authors of school spellers have been unable to so systematize the rules for the orthography of the language, as to enable the learner to acquire it with any degree of readiness. To write words with accuracy requires constant diligent attention to the words themselves, and generally in connection with their meaning. A life-long pursuit is orthography, and the instructor in the academy should not ignore the fact. However satisfactory the previous training of the pupil may have been, the essay must be guarded against the errors of false orthography.

Nor of less importance is the construction of the sentence, the right use of words and their collocation therein. Grammar as an art is, or should be, taught to the child early in life, when lisping its little evening prayer, or prattling with its mates upon the

street. It is often, however, neglected, and the greater part of the work of accomplishing it must be performed in the academy. If rapid progress is to be made, every exercise should be caused to assume the importance of a written essay. Let the pupil write the sentence he utters, and see for himself if it will stand the test of good usage. Various means may be employed, any of which will do excellent service, if it do but make every uttered thought of the student to stand out like an instrument of record, for reference and inspection.

Thought is an essential element in the essay of the student, as well as in the writings of other people. Alas ! for the production that has a lack of ideas. In reality they constitute the warp and woof of the intellectual fabric. Words and sentences are but the media, and no matter how elegantly drawn or fine sounding they may be, they can in no sense take the place of the thought. These statements are made simply as matters to be kept constantly before the mind of the learner. Much might, but surely little need be said in regard to literary culture, as a necessary basis for these exercises. There must be a fountain, and the more perfect it is the greater and purer will be the supply. Observation, reading, careful study and much reflection are the chief sources, and to them the earnest, considerate instructor will constantly direct the attention of the student.

The means that may be employed to secure the growth of the student in his literary duties are various, too numerous to be mentioned even by name in this paper. Each instructor will have a method of his own, modified, of course, by comparison with others, and his own way will be the best instrument in his hands for securing the object in view. In the working out of any plan, there should always be a wise reference to the specialties already named, as well as to others of equal importance, perhaps, not mentioned. But the labor of the instructor in the academy is materially relieved and advanced in proportion as the pupil has been well trained at home, in the primary and the grammar school. How much more satisfactory will be the advancement of the student if as a child he has all along been well instructed in orthography, object lessons, dictation exercises and impromptu composition. If this early training has been neglected, he should, to a certain extent, begin at the foundation, when he enters the academy.

A few words may be offered with regard to a definite plan for

conducting literary exercises. I choose the following. Having divided the school into as many rhetorical classes as are required, assign each class to a teacher, who is to become responsible for the performance of the duties in his class as class-officer. Each class is then divided into three sections. The first week of the term, the members of section A will write essays, which will be assigned to different members of the same section for criticism. Section B will declaim. Section C will rest. The second week, section A will criticise the essays assigned them the first week. Section B will present essays to be assigned as before to the members of that section, and section C will give declamations, and thus continue the programme through the term. The essays and criticisms should, in every instance, be read by the author before the class. This method gives each student a duty to perform every week, while the change from one duty to another adds to the interest and life that should always attend these performances. The method of criticism by the student may be regarded as a chief excellence in this system. The person criticised is kept continually on the alert for faults in his own work, and cheered with the hope that if he receives a blow he will be permitted to repay in kind when his turn comes; while the critic, having the specialties previously named, viz: mechanical execution, orthography, etc., as a basis and guide in his review, receives like inducements to do his work well. If the latter does not perform his duty satisfactorily, the essay should be returned to him for review the coming week, or if the person criticised feels himself aggrieved, he may have the opportunity of replying, correcting the critic, and defending himself. All these exercises should, of course, pass under the immediate supervision and direction of the class-officer, and before the term has advanced many weeks, the students will be found earnestly engaged, devoting all their spare time to the work of preparation. A word in regard to declamation. The term is rather unfortunate. Without explanation it may and often does signify to the beginner loud and boisterous talk, ranting, and contortion of the limbs and body; but rightly understood it has reference to conversation properly carried on in the parlor or upon the street, the statement of more important truths and arguments in the presence of a select or miscellaneous audience, and it may sometimes rise to the utterance of pleasant or painful emotions, or towering vehement passion. With this view let a piece or passage be selected and well committed, the meaning of

the author and his surroundings fully explained by the teacher. The learner is then prepared to make the sentiment his own; but before his appearance in the presence of the class, he should always have the benefit of a private rehearsal, the advantages of which are too evident to need a remark. At the close of the class exercises, the school may be summoned together, and selections heard from the performances of the previous week. The best ones being selected, they will have the advantage of fair examples, and be inspired to a more faithful execution of the duties assigned to them.

All these things properly attended to, say my hearers, will require a large amount of time, more than is customary, and, perhaps, allowable. Very well, let the hours be so taken, even to an entire day. The object to be gained is well worthy the time and effort. By these exercises the students are taught to think and reflect, to make record of their best thoughts and reflections, and to utter them in a becoming manner. They are the culminating point to which most of the school duties, in study and recitation, disciplinary and developing, are directed. Through these exercises the student reaches the manhood of his education. Therefore one-fifth of each week is not too much, if indeed so much time be needful, to carry forward, wisely and advantageously, the literary exercises in our academies.

In conducting the exercises, but one distinction need be made in behalf of the ladies of the class. They may be allowed to read an extract instead of committing and reciting it. I see no reason for further qualifying the training of the girls and young women attending the academy. But this is not the time to argue the question.

The plan already stated—if I may be allowed to refer to my own experience—has been adopted in the institutions with which I have been connected, for several years, with satisfactory results. Indeed, it has never failed to develop a condition of things highly gratifying to the instructors. Much trying labor is a necessary attendant, but the sower of the good seed may also reap an abundant harvest in the growth and development of his students.

HOW TO READ.

BY ALDEN B. WHIPPLE, A. M.

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Gentlemen—A brief essay on a method of learning to read may not be inappropriate before the members of this Convocation.

If we look into the Report of the Regents, we shall find a number of academies in which are reported "no classes in reading;" many academies in which, during the week, a class is exercised in reading only once; some twice, weekly; and others, daily. In these latter institutions, however, the higher classes do not read. The reason assigned is, want of time. Other studies are deemed to be of more importance. With such reasons your present essayist takes issue, and will present his views. It may possibly appear in the discussion, that true educational economy will consist in giving much more time and instruction to the classes in reading, since, by so doing, habits will be formed enabling the pupils to understand more quickly and thoroughly any lesson assigned to them; and so the time spent in the reading exercise will be more than gained for lessons in any department of science.

Perhaps many of you can recall to mind, as I can, all your instructors in reading. At any rate, through public school, academy and college, I cannot recall a teacher who gave me any other instruction in reading than that referring to pronunciation, inflections and pauses. And our reading books seem constructed on a similar plan. In most of them, from fifty to one hundred pages are filled with definitions and rules for orthoëpy and expression, embracing articulation, syllabication and accent; tonics and atonics; diphthongs and digraphs; consonants and cognates; alphabetic equivalents and slurs; inflections and force; circumflexions and pitch; and so on, with all kinds of marks and points down to the subdivisions of a comma. Most of these are found in our spelling books and grammars. As specimens of definitions they are good; but in reading, how many of them are of any use save to the elocutionist. And even the good speaker gives his intonations and inflections according to his idea of the sense, and

if need be, makes his rules afterward. But not one in a hundred becomes a public reader or speaker, and we know that more than ninety-nine per cent. of all our reading is done in silence. Oral reading is designed to convey information from the book to the hearer ; and, insomuch, correct pronunciation is desirable. But it seems to me that in teaching we should remember that most of our reading is for personal information. Studying a lesson is nothing more than reading it, while merely committing it to memory is not reading it. Our aim in teaching should be to make the pupil comprehend and then retain the thoughts of the author studied. To do this we must early and persistently teach him how to read by himself.

So long as pupils are under our instruction, every reading lesson, as well as recitation, should, at the end of every sentence, have this stereotyped question, "What does it mean?" During a public examination how many teachers dare to ask for definitions and allusions, lest the questions remain unanswered. They might, possibly, obtain some such result as follows: During the past year I. one day, heard the reading exercise of a class, whose lesson was "The Battle of Warsaw," commencing thus :

"O sacred truth! thy triumphs ceased awhile,
And hope, thy sister, ceased with thee to smile,
When leagued oppression poured to northern wars
Her whiskered pandours and her fierce hussars."

A young lady, not long in school, but considering herself a good reader, was called upon to read the stanza of which these lines were a part. She pronounced all the words correctly, and seemed to think she had done very well. My first question was, "What is the meaning of the word *leagued*?" After hesitating a moment, she answered, Yankee-like, "A league means three miles, don't it?" I next asked, "What is the meaning of *oppression*?" Insisting on some kind of an answer, she gave the following: "Oppression means making one do what he don't want to." "What does *poured* mean?" "To empty out," was the answer. "What do you understand by *northern wars*?" Answer, "The rebellion." "What is the meaning of *pandours*?" "I don't know." "What is the meaning of *hussars*?" "I can't tell." Let us now translate these two lines according to her definitions, and see how clear a view she had of the poet Campbell's idea. "When three miles of making one do what he don't want to emptied

out into the rebellion her whiskered I don't knows, and her fierce can't tells," etc. Surely, if the author could have heard her explanation of his idea, he would have repeated the first two lines :

"O sacred truth, thy triumphs cease awhile,
And hope, thy sister, ceased with thee to smile;"

Though, I think, he would have smiled himself. The truth is, the girl had learned to pronounce words, but had never learned to read. Had she consulted Webster's Unabridged, she would have found the meaning of every word—that "pandours" were light infantry or foot soldiers, so named from a mountainous region in Hungary where they were first enrolled, and that they were in the Austrian service—that "hussars" were the national cavalry of Hungary, armed with saber, carbine and pistols, and that they received their name from the fact that every twenty families were compelled to furnish one mounted soldier with horse and equipments, the word being compounded of "twenty" and "family," thus embalming, as it were, the history in the word. Had the girl consulted the American Encyclopædia she might have learned enough of the history of Poland to tell what nations were leagued for the dismemberment of that unfortunate country.

The pertinent question of Philip to the eunuch, "Understandest thou what thou readest?" should be often on the teacher's tongue. All needed books for aid should be at hand for the use of the pupils. Lexicons and encyclopædias are so many helps to read understandingly. Let their daily use be tested by asking the pupils to give the meaning of the author as he understands it. Thus will be cultivated the power of expression, a power greatly needed. For it is one thing to pronounce the words of a thought already expressed, and quite another thing to take the thought and clothe it with fitting words. This is required in the study of languages, and this it is that gives to the classical students such facility in the utterance of their thoughts.

While much is said about the correct pronunciation of the words, let more be done concerning the correct meaning and expression of the thought. Better far that we should mispronounce than misunderstand. Better a discord in the ear than in the mind. I hold that the right understanding of the words, as arranged in the sentence, is the best help for correct enunciation.

But what I plead for now is the imperative duty of teaching our pupils *how to read* for their own highest good. So long as they are our pupils, let them daily read and be required to express, as fully as possible, the thought of the author. The benefit of this will readily appear to all who understand the power of habit. Drill pupils till they acquire this habit of careful reading, and then it matters little what they read. If they read geography, the map of the world must appear before the eye of the mind. If they read history, facts, their causes and influences, will be marshaled into their proper places. If they read mathematics, every sign and symbol will be understood, and the end sought in every proposition will be reached by appropriate steps. If they read grammar, they will perceive the natural classes and uses of words, and the appropriateness of that syntax which holds all our words together, as the string holds the necklace of coral, pearl or gold. If they read physiology, they will have as clear an idea of the functions of all parts of the body, and the method of keeping them in healthy activity as the author has expressed. And so with æsthetics, ethics and metaphysics. In thus teaching we show our pupils how to get before their own minds the opinions of the authors read. The discussion of these opinions, whether right or wrong, will be more easily carried on when the opinions themselves are clearly understood. But I am not treating of discussion or criticism, but of learning how to read. These in their proper places. Suppose, now, we take our pupils as soon as they come to us for instruction, and give them, daily, this kind of drilling, and hold them to it till the day they leave us, will they not go out into the world better readers than many now do?

The lawyer examining a case, or the divine his text, knows what I mean by reading; and more than this, they know how much better it would have been for them, had their early teachers thus trained them, instead of leaving them to find it by experience.

In this method of teaching, the English student has the same kind of drilling as the student in Latin, and will be behind him only so far as he has examined a less number of words. So far as he does read, he understands and can tell what he has read.

In conclusion, would not more time spent in thus teaching *how to read*, make better scholars, even though they read fewer books?

THE NATURE AND METHOD OF TEACHING MATHEMATICS.

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In venturing upon a subject so far from my more appropriate sphere, I feel that an apology is due to the many able and skillful teachers of mathematics who are here present, or to whom this essay may be submitted. With me mathematics has been both a matter of interest as a subject of philosophic investigation, and of amusement and recreation, when fatigued and exhausted with other duties and studies; but my apology for thus venturing to enter into a field which belongs appropriately to others, and is beyond all question filled and cultivated by those far better than it could be by me, were I even to devote my entire energies to it, may be stated as two-fold.

1. It often happens that our greatest minds, and those who are most thoroughly conversant with a science, and especially if it be a profound and comprehensive one, are not the best teachers in it, are not, perhaps, very good teachers even, for any except those who are, or were, as far advanced as themselves. We often find, and I think it generally the case, that young graduates make better teachers for our younger classes in college than the professor with his maturer scholarship and riper age.

2. We learn all things by contrast and comparison. It is said that not a language spoken by any savage nation has a word to denote the savage mode of life, any more than a word to denote civilization. So in every community; the man who has been brought up there, and has always resided in its midst, has allowed many of the characteristics which are most peculiar to and distinctive of its civilization, to escape unnoticed. The best of the smaller treatises on the English Constitution was written by De Lolme, a foreigner by birth and education; and De Tocqueville's work on America stands at the head of all criticisms on our

Constitution and laws—regarded as an attempt at a scientific exposition of them.

Hoping that this apology will be accepted as sufficient, I will, after a few preliminary statements and illustrations, enter upon my subject.

Mathematics, in its most comprehensive sphere, may be referred to five distinct parts :

1. Arithmetic, in which we deal with *specific quantities*. We take *objects*, whether of perception or imagination, abstract from our conception of them all, but their essential existence and, call them "*units*." Of course, therefore, it is no matter what is their size, their density, their composition, their form, or their color. We deal with them only as having being, possible or real.

2. Algebra, in which we deal with the *relations* and *combinations* of quantities. Hence, for numbers we substitute letters or arbitrary signs and symbols, that our attention may be withdrawn from the specific values to their relations, addition, subtraction, multiplication, division, involution and evolution, etc., which are the same in process and in result whatever may be the values attributed to the symbols used, as a, b, c , etc., for known quantities, and x, y, z , etc., for the unknown. In algebra, we are studying the laws of combinations and transformations and the processes of calculations.

3. In geometry we deal with *magnitudes*. It is sometimes said that geometry is the science of form. But form is also the periphery and limit of magnitude and distance, and incidental to them. We consider objects as simple, incomplex wholes, and apply them one to the other, the known to the unknown, as means of measurement. Hence in every determination of size and distance we determine a point in the form of an object, and all the points when taken together make its periphery or form.

4. *Analytical Geometry*. In this department of mathematics we consider magnitudes as made up of an indefinite number of parts or "*points*." And hence as the letters of the alphabet used in algebra as symbols of numbers denote no specific number, except as we choose to assign them such a value for the occasion, they may be used to denote lines and angles, surfaces and solids, considered as made up of an indeterminate number of parts or points.

From this fact first fully appreciated by Descartes, I believe results the important law, that

Whatever result may be obtained *algebraically*, by means of symbols thus used to denote magnitude, whether lines or angles, surfaces or solids, will be true *geometrically* of the magnitude they are used to denote.

This principle lies at the foundation of all *analytical* mathematics, or rather at the foundation of what is known as the analytical method in mathematical investigations. And from this principle, it results that every algebraic term or *equation* may be changed in form or expression at pleasure so long as we do not change the value of the term and destroy the equation : and every form or phase into which the term or equation can be changed under these conditions will represent a mathematical truth of the object denoted by the term or equation.

It is common to say that we can thus obtain by analysis geometrical truths that are unattainable by the geometrical method. This, however, is probably stating the matter rather too strongly. It is indeed true at the least, that we can attain results by this method that would require a continuity of thought—a power of imagination and a grasp of comprehension that would be difficult if not impossible to most men. And yet I am inclined to the belief on *a priori* grounds that there is no truth pertaining to magnitudes or distances that cannot be proved geometrically if we only have the grasp of intellect and the patience of perseverance that the operation may require.

5. But in the fifth place we have the *Calculus*. In this department of mathematics we deal with *motion*. We consider objects, whether quantities or magnitudes, as the product of *motion* or *growth*, and we measure compute and calculate past, present and future values by the *rate* of increase, motion or growth. And here the element of *time* enters into mathematics just as that of *space* did in Geometry.

We call the increment of any number or magnitude which it receives in a moment of time its differential. But like the point in space, the moment in time and the differential in change, are of no constant or definite value ; they are rather most conveniently changeable. We *may* make the moment to be so short as to be indivisible and we *may* make the differential so small as to be less than any assignable quantity. And then if we will be careful to watch the opportunity we may regard it as nothing or zero, neglect it altogether, and derive some most important results from this mode of treating it. But in other respects and for other pur-

poses we may make "the moment" a day, a month, or even a year; or the differential even may come to be of an almost incomprehensible magnitude. All that is necessary for a differential equation is (1) that the moments shall be of the same length of time for both variables and throughout the entire limits within which the variables may change; and (2) that the differential coefficient of the function shall be that by which as a factor it is necessary to multiply the differential of the independent variable for any given moment in order that the change of the two variables may be made equal for that moment.

It is commonly held that the Calculus is a means of carrying our investigations beyond what we could otherwise reach, and of establishing truths that must otherwise have ever remained unknown to us. *Practically*, this is true; but *theoretically* it is not. For, as I have already remarked in regard to the analytic method, whatever is true of magnitudes or distances at all—or of anything that we can represent by either magnitude or distance—can be proved *geometrically* by him whose mind is equal to the task. Nay, to the Infinite mind it is intuitive, and needs no proof. But for us, and with such faculties as we possess, it is beyond question that truths and facts are brought within our reach by the use of differentials, which neither geometry nor analytics could have enabled us to discover and grasp. In the geometrical method we must follow the demonstration at each step, conceive or imagine precisely how the magnitude is effected or changed, and see by insight that the change in form or position, which we propose to make, does not alter the value or amount of what is changed. But the moment we apply either the analytic or the differential method, this following the object at each step, and seeing exactly how it looks, or is affected, with any change, becomes unnecessary and we need no longer have insight of the effect of what we do as our guide and dependance. We may depend now upon the nature of the process and method we employ. Of this nature we have learned in our Algebra, in part, and we continue that knowledge throughout all the principles and formula of Analytical Geometry and the Calculus. In what is called Descriptive Geometry alone do we make any attempt to continue the geometrical method up into what is properly called the Higher Mathematics.

Of these five methods, Arithmetic, Algebra, Geometry, Analysis and Differentiation (with its converse integration), *two* only are

primarily and in themselves absolutely indispensable—namely : Arithmetic, or the method of computing with specific quantities ; and Geometry, the method of comparing and measuring magnitudes. For (as I have already said), we could, if our minds were adequate to the task accomplish by the mere geometric method, all that we now obtain by the analytic and differential methods, so also, under the same circumstances we could dispense with algebra altogether, and accomplish all that is in its nature at all within the domain of number by arithmetical means alone.

We have then in mathematics two subjects alone to deal with, number and magnitude. But those terms—"number" and "magnitude" are abstract, and denote no ontological realities. We must therefore go a little further in our metaphysics of mathematics before we are quite prepared for our ultimate principle of classification and method.

Number is an abstraction derived from considering objects, whether real or imagined, as having being alone—that is, we abstract or withdraw the mind from the consideration of all their objective, differential or distinguishing properties, and call them "units." But a unit is no reality—it is a pure fiction, the word is supposed to denote something, without size or form, color or density—something that has being, or existence, alone, so that one is not analagous to another—but *one* is another for all the purposes of computation. Thus anything that is, or that may be, conceived of or imagined is a unit, and all the results of our computations must apply to and be true of whatever is, or can be supposed to be, or have being at all.

And so with magnitude, the word denotes an abstraction. In the science that pertains to it, we think of objects—whether real or imagined, as having size, color, and if size, then of course "form" and distance from point to point in the mass or the periphery that surrounds it. But we obtain our conception of magnitude and form by abstraction. We withdraw the mind from thinking of any of the other properties of the objects we see, and then call that which we are thinking of, size, magnitude, form, &c.

So true is this that in those cases where we can see no object whatever, and in the distances of objects one from another—we fancy a substance extending from one point, or object, to another, and call it "*space*." Space is an ontological absurdity. Nothing answering to our conception of it can exist. It has no real properties. Like the point, the line, &c., it is a convenient—perhaps

an indispensable fiction. And the same may be said of "time," or that which is supposed to have protension alone, or extension from one event to another.

Hence in the last analysis Mathematics deals with objects—real or imagined, in the abstract—as being one or many, and as having magnitude or size, and, as incidental to magnitude, form and divisibility, and finally (as in the Calculus), as having grown or increased at a certain rate, or in a certain ratio of time up to their present dimension in space, and perhaps as still increasing or diminishing.

If now we pass to consider the *order* in which these five methods should be studied by the pupil—and this constitutes the real subject, on account of which I have presumed to offer this paper to your consideration at all—there can be no doubt, of course, that Arithmetic must come first. Until the pupil knows that three and two make five, &c., he cannot be made to understand what the signs of plus and minus mean in Algebra. Hence something of Arithmetic must come before Algebra—but for those who are designing to pursue a complete course of mathematics—such a course as is accomplished in our colleges generally—I am inclined to think a much more brief and simple Arithmetic than any of those that are now used would be desirable—leaving much that that they now contain until the pupil shall have pursued the higher branches of mathematics.

As between Algebra and Geometry, there is a difference of opinion, and of practice too, as to the order in which they should be pursued. In my early student days, we always studied Geometry before Algebra in the schools with which I was then acquainted. And in Harvard University, Algebra is postponed until sophomore year—until after both Geometry and Trigonometry. It is true indeed that some Algebra is required as a preparatory study for admission. I think that something of Geometry should precede Algebra. It seems to me hardly possible to give the student any satisfactory explanation of the use of what are called minus or negative quantities, and the rules for the use of the negative sign in multiplication and division, without reference to the significance and force of this sign, as illustrated by reference to the origin of the coördinates as explained for the purposes of Analytical Geometry. And so with the square and cubic roots and the binomial theorem. They all receive their best illustration from Geometry.

But when shall we introduce the Analytical and the Differential methods? These are the questions to which I wish to ask special attention, and in regard to which my suggestions would make a wider departure from the common practice and usage than in any other department of mathematical study.

I would introduce them very early. Were I to plan a course of mathematics, I would have it something as follows:

I should, of course, begin with Arithmetic, and go so far only as the four elementary rules Addition, Subtraction, Multiplication and Division, with, of course, Fractions and perhaps what is called Reduction. I would then proceed to Algebra, explaining the analytical expressions for the line—the angle—the surface—the solid—by referring to these geometrical magnitudes, and as a means of explaining negative quantities. But in the Algebra, I would omit most of the examples in the solution of Equations, and would go no further than through quadratics and the explanation of Series. Having thus laid the foundation for the Analytical method of investigating magnitudes, I would at once introduce the Differential method. I would then define the Calculus as a method of finding values by the rate of variation. I would explain a differential as the increment of a variable in a given time, both the time and the increment being usually very small. I would then explain the differential coefficient as any number by which the differential of one variable must be multiplied in order that it may be equal to the increment of another variable for the same moment of time. I would then explain the method of finding the differential of the common Algebraic expressions—as the sum and difference of two numbers—that of their product and of their quotient—of their roots and powers, with Taylor & McLaurin's theorems, with the inverse process of integration. And here I would close my Algebra.

At the outset of Geometry, I would explain and illustrate pretty fully the three methods—Geometrical, Analytic and Differential—by solving several problems and proving several theorems in each of the three ways. And having done this, I would proceed with my Geometry, using either method, according as the one or the other of the three just named might seem to afford the easiest, the briefest and the most comprehensive solution or demonstration of the proposition before me. When we come to Trigonometry there must, of course, be an explanation of the

method of finding and using the differentials of the circular Functions and of integrating from them. After this should come Logarithms with the Calculus of exponential Functions.

I have intimated that I would omit from the earlier part of the course if I were designing one for those who can take a *full* course—all those methods of practical application, as Interest Annuities, &c., I would provide for these as practical applications at a later stage, and incidentally as we do now for the application to surveying, navigation, engineering, &c.

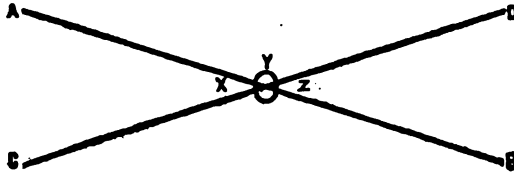
But the main suggestion which I wish to offer for the consideration of the teachers and authors here assembled has already been presented. It is to introduce the Analytical and the Differential methods much earlier than we now do, and in fact, as early as possible in the mathematical course. At present we seem to introduce them only after we have done all that can be done without them as if reserving them for the higher and more difficult propositions alone; whereas, I would introduce them as early as possible in order that the pupil may acquire a familiarity with and a mastery over them by using them in the solution of problems, and the demonstration of theorems that can be solved and demonstrated with perfect ease without them. And for this purpose, as I have already said, I would at first demonstrate several propositions in two or more of the three methods.

Take as an example the XVth of Euclid, which is found in most, if not all, our modern treatises, namely: "If two straight lines intersect one another, the vertical angles will be equal."

Now I presume that a strictly geometrical demonstration for this theorem could be found; but I have never seen one, and it would certainly be difficult to invent one, since the "vertical angles" are regarded as variable quantities. The simplest example of a purely geometrical demonstration is that which is given to the XXVI of Euclid, though usually stated in a different way, namely: "If two sides and the included angle of one triangle are equal respectively to two sides and the included angle of another triangle the two triangles are equal," &c. In this case the demonstration is purely geometrical, and by super-position of one triangle upon the other, and no quantities are regarded as variable.

But to come to the theorem just stated above, the XVth of Euclid, relating to the equality of the vertical angles of two straight lines meeting and crossing each other. Let the lines be

A B and C D, the point of intersection, O, and the angles, X, Y and Z, X and Z being vertical.



For an analytical demonstration we assume that all the angles that can be made around the same point on any side of a straight line are equal to a constant, and always equal to the same constant which we call two right angles, or 180° .

Hence we have—

$$X + Y = C$$

and

$$Z + Y = C$$

therefore by combination and subtraction

$$X = Z$$

For a differential demonstration we suppose A B and C D to coincide, and thus X and Z are equal, both being nothing.

But let A B begin to move on the point of intersection, O, and X will increase as fast as Z, otherwise one line at least ceases to be a straight line at the moment of any inequality in the angles. Hence we have—

$$dx = dz$$

But if two variables, *having the same differential coefficient*, are ever equal at any one moment, they are always equal. Hence

$$X = Z$$

Were I writing for learners in mathematics rather than for teachers and professed scholars, I would furnish many more examples ; but for such as I now have the honor to address, more would be unnecessary, if not presumptuous, in me and tedious to them. Permit me however to state that some years ago I had occasion to teach a young man in Geometry, who, although uncommonly brilliant in most if not all other studies, had failed to accomplish anything in this department of his mathematical studies. He was preparing for college and otherwise prepared ; but his Geometry was to him incomprehensible. The text book used was "Davies' Bourdon." I at last resorted to the method now indicated, using in most cases the differential method without, of course, its technicalities, and the delight and the rapidity

with which he progressed were such as I have never seen surpassed.

In conclusion of my paper, I propose to state very briefly *three* advantages, or benefits, that I expect will accrue from the adoption of the method I suggest.

1. I think that we should make a saving of about one-third of the student's time, or what is the same thing, acquire the usual amount of mathematical knowledge in two-thirds the time now devoted to pure mathematics in our colleges. Or if we choose, we might accomplish a correspondingly larger amount in the time *now* devoted to that department.

2. By familiarizing the mind of the pupil with the Differential and Integral method early in his course, and more especially by the use of it in the solution of the simpler and easier problems, such as can be easily solved, indeed without the use of the differential, he will acquire an early and an easy mastery over this which is perhaps, on the whole, the greatest instrument in the discovery and setting forth of truth that the genius of man has ever been able to invent.

I have already alluded to what seems to me to be a great practical evil, the postponing the introduction and explanation of the differential method and its converse, the integral, until we have come to those questions in mathematics which are beyond our powers without its aid. We thus give the impression, very unnecessary as it seems to me, that the Calculus is hard and difficult of comprehension and produce discouragement and demoralization in our classes to a very large extent before we begin our work. Then, as is natural at that stage of our progress in mathematics, the examples selected as illustrations are but too often if not always such as *need* the Calculus to make them intelligible and comprehensible, instead of being such as have already been easily understood without the use of its formula and technicalities.

But in the order I propose, the pupil will have become familiar with his method long before he actually needs to use it; accustomed to his armor and to all the evolutions of his campaign before he enters the actual conflict in which he needs all this kind of skill for the pressing and instant emergency.

3. My third point I shall only mention. It results from the superiority of the differential over all other methods as a means of intellectual development, and of increasing the powers and

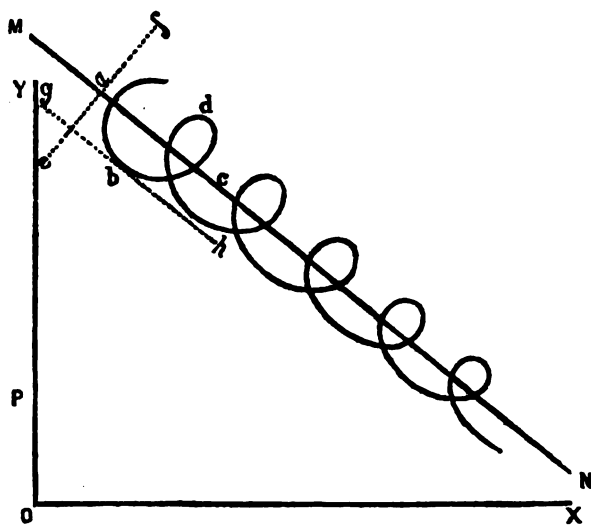
habits of comprehension. Of this superiority nothing need now be said, as it is obvious to all who have any knowledge of the subject whatever. If then we begin to use this method *early*, apply it as a Professor of Mathematics told me he was in the habit of doing to the ordinary business of life, as computing interest, &c., we not only get the minds of our pupils accustomed to its use, but we also get rid of the bugbear fear or dread of the Calculus as something incomprehensible in itself, and what is more we take what I regard as the most effectual means, and use the most powerful instrument for training the mind to those comprehensive views, that steady contemplation of subjects, and that power of grasping a multiplicity of details, and of seeing a subject in all its changes and variations and relations, in which what is called genius for practical affairs, consists.

I am bold enough to think that we scarcely begin to realize as yet the extent to which this method of mathematical reasoning may be applied and made most eminently useful. I have said that mathematics is not my specialty, by any means; but it has fallen to my lot for some years past to teach Political Economy, and I have been accustomed to express its laws, and principles, in mathematical form, largely using differential equations, and with the most satisfactory results. It will most frequently happen indeed in the present state of our knowledge, and perhaps always, that we cannot find the exact differential co-efficient for the variables we have occasion to deal with. But we can find its *nature*, whether it be a whole number, or a fraction, positive or negative—and what is the nature of the two series into which the successive states of the variable and its function respectively may be expanded. And in this way we can ascertain in a general way, and exactly enough for all the purposes of the science, and the statement of mere general principles—results that are otherwise beyond our reach.

In fact I am accustomed to make the assertion—which will, of course, surprise and astonish the advocates of mere *a posteriori* science—the devotees to the study of “facts,” as they call them, namely: that no law, no comprehension of the facts themselves, can be obtained from a mere study of the facts; no law can be proved in the *a posteriori* method by induction, average, or generalization—by any accumulation of facts, however numerous they may be.

For, consider, a fact is a mere state, mode or condition of a

variable substance. Take, for example, a piece of iron, whether a gas, a fluid or oxyd ; whether existing as steel in form of a knife-blade or as mere iron in a horse shoe ; it is a mass of variable iron in some one or another of its possible conditions. Now the condition or mode is the essential part of the "fact," as we call it. But this mode or condition is the result of forces of some kind which have been acting upon it ; these forces act by laws which can be expressed in mathematical formula. The "facts" and the "forces" may be obtained from observation ; but the law of their action and their results can be obtained only by reasoning *a priori* from the nature of the forces themselves. Hence these successive stages in the existence and condition of any substance, which we call "*facts*," may be considered as the consecutive differentials of a variable, and any fact itself as expressive of the value of the variable at that stage or for that "moment."



Now suppose these successive stages or conditions of the variable mass to make a curve line of the form *a, b, c, d, e, &c.*, or in fact any curve of the higher order lying in a plane and that *O Y* and *O X* are the axes of ordinates and abscissas respectively. Now suppose an observer to stand at any one point, as *P* (and every observer, except the Infinite Himself, must be confined at any one given moment to one point of observation), and suppose the object to be at that time changing as at *a* in the direction of *f* to *e*, he may get any number of "*facts*" to prove that the tendency of the motion is from *f* to *e*. If it was at *b* he would in like manner

get "proof" unlimited in amount that it was moving from g to h . And so if the observer should see it while at c , or at d , he would be able to prove that the law, or general axis, of its motion, which is in reality the line $M N$, is not only in the direction $f e$ and $g h$, but in every other conceivable direction. And since the number of differentials between any two points in its progress may be regarded as infinite, any number of facts, if used by mere generalization, average or induction, may be adduced to prove what is after all contrary to the truth, or at least inconsistent with it.

If now we know the forces that cause the motion, and produce the changes we can reduce them to two, and we have the equation of the line, which expresses the law of its motion and change, in the form of

$$y = (f) x$$

and from this we can find not only the general axis of the curve which is the law of the change of the mass, but also the position of the changing mass at any one moment of its existence. And we can see at a glance what it can become, and what it cannot, even without the trouble of computing the precise value of its differential coefficients for any particular time. Or if the line be not in a plane, as I have thus far supposed, then it is, of course, in space, and we shall be obliged to resort to the equation with three variables.

Now there is not a particle or a mass of matter that does not come within the scope of this formula. The condition of the particle, or mass, is "the fact," or "effect," and to comprehend the effect, to understand the past condition and history of the mass, or to foresee its future changes, we must know the causes that now are, have been, or may hereafter be, at work, and the laws by which they work.

A familiar example may make more obvious what I have been saying. Water, as is known, expands with the temperature, according to a certain law, so long as the temperature is between 39.5° Fahrenheit, and the boiling point. Below 39.5° it expands with cold under a very different law. At 212° and above, it observes still another law. Now any number of "facts" may be adduced in proof of either of these laws of expansion, without so much as a hint at any point where the law changes. But without experience of water in the states of ice and of steam, and without knowledge of the forces which cause these changes, we could

have no suspicion that the rate of condensation would not continue from 39.5° to 39° , as it was above 39.5° , or become different at 212° , from what it had been below that point.

We may undoubtedly learn general facts by observation and induction, as that all horned animals are ruminant, all resins are electrics, &c. But these mere general facts can hardly be called laws in any proper sense of the word. A law is a rule of action, the rule by which any force acts. And to say that all resins are excitable electrically by friction, is merely to assert a fact. Why it is so we do not know. Both the cause and the law by which it acts are unknown.

What we *assume* in order that we may prove a law by induction, or other *a posteriori* methods, is that the forces that act are always the same, both individually, and act with the same intensity, that all the changes that can take place are in the line (which is assumed to be a straight line) of the resultant. But this is an assumption that takes for granted in many cases more than we know, or have any right to presume. In fact it takes for granted what in many cases we find to be untrue. Take, as examples, the questions in Political Economy—concerning the ratio between the increase of population and the increase of the products of the earth, or the question as to the ratio between the contribution of the forces of nature and that of human energy, in the production of wealth; or, again, the law of distribution, as between capital and labor, as society advances from the poverty of the savage state up to the wealth of the highest civilization, the “law” in each of these cases is found to be an exceedingly complex curve, with many points of inflection and singular points, that at first sight and looked at merely *a posteriori* seem to have no connection with known laws and forces, except it be to set them at defiance and throw distrust upon the whole subject. Nevertheless, when looked at *a priori*, they are seen to be conformable to law, and the law itself becomes intelligible, nay obvious at a glance.

I have spoken of this method of reasoning chiefly in reference to inanimate masses of matter. But man also, and that part of his action which we call moral, falls more largely than we should at first suppose possible into the same category. The best illustration and proof of the fact of moral freedom that I have ever seen or been able to invent is expressed by a differential equation. It is one that I have been accustomed for years to give to my

classes, and I have never known it to fail of giving both satisfaction and conviction.*

But if we pass from the consideration of individual men and their personal actions to the consideration of them as masses in their social actions and movements, we find that they correspond much more nearly with mere inanimate masses of matter, so far as the laws of their actions and the motives that act upon them are concerned.

In all these cases we can best understand, perhaps I should be authorized to say and fully justified in saying, we can only understand their rules and laws of action when we consider them as products of the forces or motives that led to them. We can, moreover, express this in a formula that will be intelligible at a glance to all those who are at all familiar with the symbols of differential reasoning, and the principles that underlie and explain them.

Nor is this all. If we note carefully and consider the matter we shall find men everywhere—even those who know nothing whatever of the usual formula and technicalities of the Calculus—reasoning in almost every department of thought, on the very principles that are brought out and exhibited, stated and explained in works on the Higher Mathematics. In fact, in our reasoning concerning anything that is subject to change, we may regard that object as a variable, and all our speculations and

*The illustration or argument referred to in the text having been called for by the Convocation, was furnished somewhat as follows :

The *Effort* required or put forth in the performance of an act may be resolved into two parts, *Motive* and *Volition*, or *Will*. We shall have then—

$$M + W = E$$

I am accustomed to suppose a very simple case—some obstacle on the floor. The *motive* to get rid of it depends upon the amount of annoyance it causes, and to no degree upon the difficulty or ease with which it can be removed. We stoop down and attempt to pick it up, and toss it away under the impression that it weighs but a few ounces. It does not come; we put too more effort—an effort equal to moving five or six pounds—and it comes.

Now stating the above question as a differential equation, we have—

$$dM + dW = dE$$


But as in the case supposed, *M* remains constant, while *E* increases, we have—

$$dW = dE$$

consequently *W* is a reality and a force, since its increment must be equal to the increment of *E*, while *M* is constant, as that which is nothing can have no differential or increment.

Hence we have the inference—which is doubtless true in morals—that in some acts nothing but *Motive* alone is active, as in what the physiologist calls the reflex actions, and actions in which *Will* is chiefly, if not wholly, active; while in most actions it is probable that both *Motive* and *Will* enter in varying degrees of intensity.

inquiries concerning it, the forces that produce it, and the laws in accordance with which these forces act, become virtually, even when they are not stated in express form, a differential equation. It is very seldom, if ever, that this reasoning implies the use of either a circular or an exponential function. And, as I have already said, the precise value of the differential coefficient is seldom stated, and for the most part unknown, and perhaps even the ratio between the rates of variation of the variables is not constant—varying by no known law—and known at most to vary only within certain limits; and yet, notwithstanding all these mathematical defects and deficiencies, the method of reasoning is of inestimable value, and affords results sufficiently definite and precise for all the practical purposes that the occasion requires. And consequently the study of this branch of mathematics, if introduced and used, and explained so as to make its principles familiar to all educated men, cannot fail to add greatly to the ready tact and business efficiency of men in all departments of business, and in all the varied walks of scientific recreation or discovery.



THE RELATIVE VALUE OF STUDIES PURSUED IN ACADEMIES.

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The object of school education is to discipline the mind by acquiring useful knowledge. This object should be kept steadily in view; by it we should be directed in the choice of studies and the method of pursuing them.

Men will always train themselves for what in their time is considered most excellent. In the early ages, when physical prowess and superiority made the hero, the greatest care was bestowed upon the body; afterward, when the unworthiness of this course was appreciated, the opposite extreme followed, and the mind was educated, to the neglect of the body; and not until the present age has it come to be practically understood, that the highest mental culture is to be attained only in connection with physical health, and that what God has thus joined, man cannot put asunder.

Let us ever bear in mind that God has made all things by some definite plan; that we ourselves, and the external world, are to move by laws of His ordaining, that our highest attainment in this life must be to discover those laws, and our highest wisdom to conform to them. This one fundamental truth, well followed, will save us from a thousand needless errors, will reconcile what otherwise might appear contradictory, and conduct us by plain and natural methods to the object of our search. The most dangerous error has in it a partial truth, and the error is the more dangerous, because, when assailed, it presents the partial truth as a shield, and claims with it a necessary connection. Instances of this are not wanting in the history of education.

Many of our educators, perceiving the inferiority of mere knowledge as an end, and justly ridiculing what they term the "pouring-in process," have made their greatest and sometimes almost their only argument for a given study or class of studies to be the disciplinary value. Now this argument, though very plausible, is fallacious. It proceeds upon the assumption expressed or implied (unfortunately usually implied), that the best discipline

is not to be found in connection with the most practical studies. Has God, then, so constructed my thinking mind and the related objects of knowledge, that I must look in one direction for the most useful knowledge, and in another direction for my highest mental discipline? Do we in fact perform the great and necessary operations of the body or the mind from this motive? No. I do not breathe for the sake of disciplining my lungs, nor eat and drink for the sake of disciplining my stomach, nor pray for the sake of the beneficial reflex influence upon my own faith; but I breathe and eat and drink, that I may live in health and so be enabled to perform the great duties of life, and I pray that I may obtain the very blessings for which I ask.

How does the Indian acquire his remarkable power of detecting by his eye the minutest trace of the footprint. Not, surely, by practicing to discipline his eye, but by trying again and again in actual cases. Why does the athlete train himself so long and carefully, and bring all the muscles to their greatest vigor? Certainly not for the sake of having a well developed body, but in view of the coming contest and the prize which he hopes to win. We go against all the analogy of nature, and do in fact thereby, though unintentionally, impeach the wisdom of our Maker, by supposing that in our studies practical knowledge and mental discipline can be wisely separated.

Illustrations without number might be drawn from the various fields of human labor, to confirm our belief that we shall secure for every faculty of the mind its highest development, by allowing it to perform its natural function, and not by giving it a special drill in some mental gymnasium of our own construction. We should, therefore, in the choice of studies, be guided by their utility, knowing that if we pursue them aright, we shall receive abundant mental discipline. Life is short; we cannot afford to spend half its years in getting ready to learn what is useful.

A school education in our day takes far wider range of subjects than in former days. Every field of inquiry has been more diligently searched, the boundaries of every science enlarged by repeated discoveries, new sciences and arts called into being. But there is a natural limit to the capacities of the human mind, just as much as to the powers of the body. One may lift directly a few hundred pounds, but not a million. The memory of some appears almost infinite, but it cannot grasp and retain everything, and at last it fails. So by the extent of the ever widening field

of human inquiry, and by the very law of limitation in our mental power, we are compelled to choose among the various objects of knowledge. There are, too, important limitations arising from other causes, the brevity of life, variations of health, the pressure of business, the ever-recurring necessity of labor for our daily bread. We may take few studies and go far in each, or we may take more studies and go over proportionally less ground in each. It is desirable that in school we should acquire, at any rate, some general knowledge of the various sciences, and their relations to one another, and then in preparing for our calling in life we can pursue more fully the few studies that our calling more specially demands. So important are the above mentioned limitations, and so urgent the consequent demand, that our colleges are recognizing the claim upon them, and are more and more providing special elective courses.

The shorter the time allotted to school education, the more limited must be the preparatory general survey of studies, and the fewer the subjects of special attention; the more important, too, it becomes for us to be guided strictly by these two principles, that the great object to be sought is utility rather than mere discipline, and that this object is most important when necessity compels us to a most limited range.

Teachers that have been engaged for any considerable time in giving instruction in academies and similar schools, cannot have failed to observe that many students are inclined to pursue studies by no means best adapted to their real wants. This results from ignorance on the part of the scholar, the parent, or, perhaps, the teacher. Take for example the following case, and it is a sample of a large class. A young man, sixteen years of age, the son of a well-to-do farmer, has, through his early boyhood, attended the district school, but, for several years past, being old enough to render valuable service on the farm, he has attended during the winter only. At the district school he has acquired a fair knowledge of the elementary English branches, and has studied Algebra one or two winters. Now he enters the academy, and proposes to attend two years, not steadily, but "*in* winters, and *out* summers," so that his two years of schooling will occupy about five years of time. The question is, "what studies shall he pursue?" Aside from whatever additional study of the common branches he may need, I think the best course for him would be the following: Physiology, Book-keeping, History, Rhetoric, Natural Philosophy,

Chemistry, Geology, Astronomy, Science of Government, Political Economy, Logic, Intellectual Philosophy, Moral Philosophy, Evidences of Christianity, and the Science of Teaching. This course would occupy the two years allotted. It does not include the higher mathematics, nor languages other than our own, for the reason that the coming duties of life demand the preference to be given to more practical studies.

But, as we find so frequently the case, the young man is very likely, in accordance with the views of teachers or parents, to pursue Algebra, Geometry or Latin, and leave out what would have taken no longer time to learn,—Science of Government, Astronomy, Political Economy, Logic, Moral Philosophy, Evidences of Christianity, or, perhaps, even Physiology. So he goes out from school, having spent term after term on Algebra, to him the least useful of all the studies pursued in school, having devoted valuable time to Geometry or Trigonometry or Latin, branches useful, to be sure, but by no means an equivalent for the others that he has sacrificed for them. Consider how poorly he is fitted for the responsibilities that await him. His health and life are to be gravely affected through his ignorance of Physiology. He is to engage in active business, yet he has never studied Political Economy, the science of wealth. He is soon to assume the duties of a voting, or an office-holding citizen, yet he has never studied the Science of Government. In manifold relations he is to influence the minds of his fellow-men, and especially, in the relation of teacher and parent, he is to mould the character of the young, yet he is profoundly ignorant of the great laws that govern the intellectual and the moral nature of every human being. He is on every subject in danger from fallacies, and he has not armed himself with the invincible weapons of Logic. He is to meet the cavils of the skeptic, and to decide for himself the most momentous question of this life, yet he has never examined with intelligence the evidence for the Christian faith. Judging by what he needs in after life, how much has he acquired that will not be useful to him then? How much has he lost that would have proved of incalculable benefit?

The error, too, runs farther back than the course of academical instruction. In the district school, where studies above the common branches ought not to be pursued at all, there is a great disposition to enter upon more advanced studies. And the least practical, the least desirable of all the higher branches, is the

very one first taken up. I do not object to this study as a useless one, or inappropriate in a more extended education, but I am convinced that, in a limited course, it usurps the place of studies more important for use and better even for discipline. I knew one excellent teacher that was unsuccessful in his application for a district school, the only reason being that he was unable to teach Algebra. In advising young men to give the preference to other branches, I have often met the reply that they were well aware of the greater utility of the other branches named, but they expected to teach a district school, and a knowledge of this branch would be expected or required. The fact is, the study of Algebra in our district schools ought to be prohibited by law. What, after all, do we mean by *practical*? I call that practical to me which, in my circumstances, I may profitably use. Were I to-day a missionary in China, I should think seriously of learning the Chinese language; but, to me living in this country, it would be the height of folly to spend time in acquiring that language. Now consider the case of a person so restricted in his opportunities, that he may pursue as one of his studies during a year's time, Algebra, or may take in place of it for the same length of time, Logic and Moral Philosophy! What should be his choice? If he takes the Algebra, he will spend his time on mathematical reasoning, exactly the kind not required in the ordinary affairs of life; nor does the very knowledge gained pertain to the business or the duties of ordinary life. But, if he studies Logic, he trains the mind in the very art of reasoning, which art is of universal application; and, when he studies moral science, he applies this reasoning to the great duties to God and to his fellow men. Hardly a day passes when he needs the first of these studies; not a single day passes when he does not greatly need the other two. But it is notorious that where one young man goes from our academies with a knowledge of these last two branches, a hundred go with the knowledge of the first one. Again and again have I been deeply pained by finding young men fundamentally, though honestly, wrong upon the practical moral questions of daily life.

It is the province of the liberally educated, and especially of teachers and those having charge of public instruction, to reform public opinion in regard to the relative importance of different branches. The course of study for colleges and similar institutions, though, doubtless, still needing important amendment, has

received the careful attention of able minds. It is comparatively easy to lay out a liberal course, for here we measurably avoid the difficulty of choosing some branches and rejecting others. And if the great body of our people could enjoy the advantages of a liberal education, we should be relieved from the hardest work in planning. But we must provide for the wants of men, not as we should wish to have them, but as we find them. The great body of our people are receiving, and are to receive but a limited and partial education. That this education, necessarily limited and partial, may be wisely directed, must be the wish of every lover of his country or his race.

THE CLASSICS IN EDUCATION.

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The study of the two great languages of the world's early civilization—so long our only means of intellectual discipline—is in our day frequently impugned as unreasonable and unjust. The world has advanced so far, we are told, in the scientific knowledge of nature, that we are no longer in the position in which we were when the Latin was the common medium of philosophical discussion, and the universal language of learned men. Why, then, waste our time in acquiring it, instead of passing over at once to the study of the great body of modern sciences?

A complete answer to this inquiry would require a more full exposition of the subject than can be given in the limits of a paper like this; but there are some considerations bearing upon this objection, for which a brief hearing may be asked.

I. In the first place, then, it may be well to inquire how far it is really true that the classical tongues have lost, in our day, their function of ages to be the vehicle of scientific truth. If the Latin is no longer the instrument of scientific research, it is, and it ever must be, in connection with its sister tongue, the Greek, the storehouse in which are deposited all the results of such research. It is at the present day, and it is continually becoming more and more, the common language of science, for the designation of all its discovered facts in natural history.

The science of nature is, I need not say, expanding rapidly on every side. The number of objects discovered has already become very great in every department of nature. The number of known plants is not much below 100,000; of insects there are supposed to be five times as many; while in every other department of nature, among the molluscs, the crustaceans, and the zoophytes, those still lower inhabitants of the deep, there are thousands of species more. The exploration of distant regions is yet going on, and every new explorer adds still many novelties to our catalogue of bird, and beast, and fish, and insect, in nearly every quarter of the globe.

Now every one of these newly discovered objects, before its discovery can become a fact of *science*, must have a distinct name. Without a very exact method of naming, it would be impossible to impart that order and system to our knowledge which constitute science. Indeed, without a well settled system of nomenclature, this vast multitude of known objects would be but an endless and indistinguishable confusion. It is, therefore, regarded as one of the great merits of Linnæus—the renowned naturalist of Sweden, in the last century—that he gave to the world a system of the most exact and simple kind; a nomenclature capable of indefinite extension as new objects should be discovered, and applicable to each separate branch of Natural History. He aimed to designate every known natural object by a compound name, consisting of two words, generally descriptive of its characteristic features. We distinguish persons in a similar way, by a complex designation, one part of which describes the family, and the other the individual. We call a man Smith or Taylor, designating thus the family to which he belongs; and we then distinguish him from others of that family by his personal name of John or William. So Linnæus described objects of Natural History, giving to each one a family, or generic, name, and adding a designation which distinguishes the species from every other of the genus. Thus, when his pupil, Kalm, brought to him a multitude of plants, from the then unexplored wilds of our own country, to describe and name, he found among them some of a genus entirely new. To this genus, forming a word from the name of the adventurous discoverer, he gave the designation of *Kalmia*; and the beautiful species before him, which we know so well in our common laurel, with its broad and shining leaves, he named from this circumstance *broad leaved*, or in Latin, *latifolia*. *KALMIA LATIFOLIA* then, became the permanent and elegant designation of the species, preserving at once the name of the discoverer, and the most striking feature of the plant, through all future ages of scientific history.

This beautiful system, carried out into the description of all the groups, wider or less wide, which we distinguish in nature, becomes a method of classification of very high value, and gives to our knowledge an orderly arrangement, without which science were impossible.

Now it is one of the great features of this system that the names are universally expressed in the Latin and Greek languages. The name of the genus is generally taken from the latter; that of the

species from the former tongue. When, for example, the remarkable investigator of the geology of Scotland, whose researches have shed such honor upon his country, Hugh Miller, presented to the British Association for the Advancement of Science, the strange organism which he had discovered in the Old Red Sandstone, and demonstrated its character as a fish; Agassiz, who was present, was requested by the association to give a name to the unknown and extraordinary creature. Observing its two fins projecting at right angles from its body, like the pinions of a bird, the philosopher named it at once from that characteristic circumstance; but the name could have had no scientific value if it had been expressed only in English. In that language it would have been unintelligible to nine-tenths of the scientific world. Hence, Agassiz named his newly-found wonder in Greek, the common language of science for such purposes, the world over. From the two Greek words, *πτερον*, a wing, and *ἰχθυς*, a fish, he formed the name of *PTERICHTHYS*, the wing-fish; and, by this name, the group is henceforth known in every land, and by every naturalist throughout the world.

The two thousand species of fish which the same great observer has recently brought from the Amazon river, will in due time be made in like manner accessible to naturalists. Each will have its double name, describing at once the genus to which it belongs, and the peculiarity which distinguishes it from the other species of that genus. These names, too, will be expressed, not in the barbarous dialect of the rude Indian tribes within whose limits the species were found, nor in the Portuguese of their Christian masters, nor in the native French of the great explorer of the valley of the Amazon, nor yet in the English of the country which sent forth the expedition, but in the languages which are common to science in all lands, and which must endure unchanged through all the remaining ages of history—names vivid in their descriptive picturing, brief for familiar use, equally intelligible in every school of science in the world, and pronouncable by every tongue throughout the area of civilization.

Now it is obvious that if all scientific names are in Latin and Greek, any person who is to become acquainted with science should possess some knowledge of those languages. It may not be an intimate and familiar acquaintance, and may not embrace an exact and precise knowledge of the refinements of speech, but some knowledge of the vocabulary, particularly of the Latin, is clearly indispensable to a student of science. Without it he cannot know

the meaning of the names he is daily uttering, and cannot write them with any certainty that he is accurate; while if he becomes himself a discoverer of species, he is unable to describe them by any suitable names, and must see the honor of naming his own discoveries snatched from him by another. If he becomes eminent enough to attempt to give instruction by lectures, he must continually present himself before his audience in the pitiable position of one who knows not the origin or the explanation of the names he is uttering; and who fears to commit a blunder in pronunciation as often as he opens his lips. A most eminent geologist of our own State, who has immortalized himself by bringing to light the thousands of fossils of the Silurian deposits of New York, experienced the disadvantage of this want of early preparation, and was obliged to supply the deficiency by learning the elements of Latin and Greek in the maturer years, and amid the active investigations of later life, in order to give names to the discoveries which he had made.

Nor is it only the nomenclature of its classification which these languages contribute to science. As investigation advances, facts of a deeper kind come to view. Extended analogies begin to be observed, for which the common speech has no name; important generalizations are formed which call for accurate expression, and this expression again needs to be made the common possession of the scientific men who have to make use of it. It has been ascertained by Owen, for instance, that the fundamental type of construction for the whole great group of vertebrate animals, is *the vertebra*; and a scientific description of this important element becomes essential. It is given by the philosophic and learned discoverer in the following words:

"It consists in its typical completeness of the following parts or elements; a body, or *centrum*; two *neurapophyses*, two *parapophyses*, two *pleurapophyses*, two *hæmapophyses*, a *neural spine*, and a *hæmal spine*. These being usually developed from distinct and independent centres, I have termed *autogenous* elements. Other parts more properly called 'processes' which shoot out as continuations from some of the preceding elements, are termed *exogenous*; e. g., the *diapophyses* or 'upper transverse processes,' and the *zygapophyses* or the 'oblique' or 'articular' processes of human anatomy." (Lectures on Comparative Anatomy, Part I, page 43.)

It is obvious that the scientific style of our language must, with

the progress of philosophical views of nature, go more and more to this abstruse and recondite habit of expression. The tendency is strikingly exhibited in the writings of the author just quoted, who affords certainly the most extraordinary example in our language, and perhaps in any other, of the union of precision with comprehensiveness and breath. Many sentences might be quoted from his writings, remarkable for concise and lucid accuracy of statement, which yet from their free use of those Greek compounds which enable the writer to compress into a perfectly definite word a whole comprehensive generalization, are almost unintelligible to the mere general reader.

Indeed, it is curious to imagine what would have been the position of the scientific world at the present day, without those cultivated languages of antiquity to afford the means for the expression of its thought, and for the perfection of its systematic nomenclature. One is positively frightened to think where we should have been by this time, if, by the want of any more generally current medium one hundred and fifty years ago, Linnæus had been compelled to name his wide and comprehensive enumeration of species in every department of nature, in his vernacular Swedish; Buffon, half a century later, to designate his vast array of added species, in his native French; the great English and American explorers of Australia and the Pacific, to name their discoveries in our mother tongue; the more recent and learned naturalists of Germany, to describe the results of their profound researches in German gutturals; the Dutch investigators of Java and Borneo, to employ their familiar language of Holland, and the Russian student of nature to use his own tongue, so difficult to outsiders, to furnish names for the plants of Siberia and the Ural. In such a state of things, science would be only another Babel. We should see mankind toiling through generations to build the loftiest structure that human hands had ever reared, and perpetually baffled by its own inevitable reproduction of the original judgment—a confusion of tongues.

It is truly one of the marvels of Divine Providence—for we may be sure it is no accident—that, amid the wide diversities of speech in modern christendom, these two noble languages of antiquity should have come down to us as the common heritage of the nations; if not to serve for the personal intercourse of scientific men, yet to supply to science the descriptive terms of its elegant nomenclature, to afford names for the designation of its innumer-

able species, to furnish the compound words which express its wide generalizations, and thus to form its very language through the ages of its future development.

For these reasons a certain knowledge of the classical languages has become in our day an indispensable element of scientific education for every student of Natural History. The observer who analyzes a flower from the woods, or who makes a collection of shells from the beach, or who raises butterflies or moths from the cocoon, must, if he or she is ever to gain real possession of any one of these departments, or give any scientific value to such researches, be imbued with some tincture of classical learning; while the student who would even follow, with any true intelligence, the progress of scientific discussion, will find his way painfully obstructed without some such attainment.

II. Another very important aspect of this subject is found in the peculiar philological position of the classical tongues.

1. Together with our own, and with most of the languages of modern Europe, they form the great group known as that of the Indo-European languages. The members of that family are connected by many points of identity, which demonstrate their common derivation from one original and central stock in the seat of the world's earliest civilization. Among all these languages the Latin stands forth conspicuous by the singular perfection of its grammatical structure. The system of inflections is, in it, carried out with a regularity and completeness unknown in any other member of the family, unless it be the ancient Sanscrit. It affords, therefore, the very best accessible model for the study of philology. Whoever would cultivate an acquaintance with the science of language in general, will find ampler material for his researches here, than perhaps in any other available form of human speech.

2. If this consideration should seem somewhat far-fetched in itself, it is by no means so in its immediate application.

The Latin language does not stand alone in the world, an isolated and disconnected fact. The old speech of Rome is the basis of the languages of half the population of Europe; and those, with the single exception (besides our own) of the German, by far the most important. It is the basis of the French, so long the language of refinement and taste in books, and of the intercourse of all the courts and drawing-rooms, and all the polite society of Europe. It is still more the foundation of the Italian, the earliest in culture and development of the modern tongues,

and the language of music and the fine arts. It has given character to the Spanish and the Portuguese—the languages of those energetic nations which, when emancipated from those Bourbon dynasties, that learn nothing and forget nothing, will yet vindicate their claim to be the children of those who first carried empire literally around the globe.

To all these tongues the Latin stands in the most intimate relation, and the mastery of it is, in great part, the mastery of them. The student who is familiar with its grammatical forms, and its vocabulary, has learned so much of the structure of the others, that we may quote the high authority of Mr. John Stuart Mill, in his recent inaugural address, for the assertion that “the possession of it makes it easier to learn four or five of the continental languages than it would be to learn one of them without it.” Surely the language which affords the best key to general philology, and which renders most of the languages of modern Europe five fold easier of acquisition than they would otherwise be, has a claim to a prominent place in any general scheme of education.

3. Still further, the relation of the Latin tongue to our own, commends it as an object worthy of attention.

It is in great part the basis of our own familiar speech. Not, indeed, in the more simple and every day affairs of life is this the case, for in this department the Anglo-Saxon supplies those vivid, homely and significant forms of expression which gives it so much of the beauty of simplicity, and of strength. But there is another side to our language, and this is almost wholly of Latin origin, which embraces all our language of philosophical discussion. All our metaphysics, and all our morals, are in expression essentially Greek or Roman. If we give utterance to our feelings as matters of personal experience, we pour forth our love or our hate, our envy or our fear, in the simple Saxon of our childhood; but the moment that we begin to moralize, or to philosophize—that is, to reflect, we speak of sensations, emotions, sentiments, passions, impulses, and all these words are of Latin origin. The tendency to use these more abstract forms of statement has somewhat declined among us since the great authority of Dr. Johnson gave them such general currency in the last century; but no one can become familiar with Johnson’s precise and weighty style of speech, without being sensible of its extraordinary force. It is not too much to say that his writings gave the British public a new view of the capabilities of their language; and that since his day it has been

generally written with an exactness, a finish, and a power, of which there were very few previous examples in our literature. At present, this side of our English, though not unduly predominant, has a very wide acceptance among good writers; and even those who, like Paley for instance, possess a perfect mastery over all the simplicities of Saxon speech, feel themselves called, as he did, to a frequent use of very elaborate Latin constructions of phrase.

It is this union of widely different elements in the English tongue which forms one of its distinguishing excellencies, and no one can acquire the full command of the resources of our vernacular, without a tolerable familiarity with this great source of its strength—save, indeed, as some extraordinary ability may in rare instances supply the place of it.

To the same peculiarities of the Latin as a highly inflected language, is due that power of inversion of the parts of a sentence which forms so remarkable a feature of the style of the great writers of antiquity. As the form of each word indicated its place in the sentence, they were enabled to combine words with a freedom of which we have scarcely any other example. They studied the artistic construction of their sentences with the utmost care, and they carried this element of beauty and effect to a degree not attained in any other languages, and which has made their works the models for all subsequent ages. This freedom of adjustment none of our modern tongues has retained in any similar degree. The irregular and somewhat lawless style of the English has allowed us more of it than most others possess. We can place the predicate first, and invert the principal members of the sentence whenever it becomes necessary for the expression of emotion. The French language, on the other hand, has, like the other subjects of the Emperor, entirely lost its liberty of utterance, and is confined to a single and invariable order, in which the subject is always placed first. The French critics seem rather to glory in this peculiarity, as the proper character of a language of pure reason. "French Syntax is incorruptible," they say; no impulse of passion may disturb the orderly sequence of thought in that tongue. But so long as language shall have for its function the full expression of the human heart, so long will it be indispensable to find the means of adequately expressing emotion.

For this purpose the study of the classical authors is our great means of discipline. They present to us models of expression which are not to be found elsewhere. Indeed, the modern mind

has passed the point at which it is possible for any similar models to be produced. It is rich with varied emotions, comprehensive of many forms of thought, and deep in the experience of sentiments unknown to the ancients; and it has no time to elaborate those perfect forms of narration and statement which give such a charm to the more narrow and limited elegance of ancient days. But while the breadth of our thought and the depth of our sentiment so far surpass anything that the ancients knew, their graceful and beautiful forms of expression must long afford the most exquisite models by which to discipline the taste of our richer, stronger and profounder age.

That these are not merely theoretical advantages may be inferred from the fact that a serious practical necessity of such linguistic culture is already beginning to be felt, even in quarters which it might be supposed would be entirely exempt from it. In the departments recently organized, for example, in some of our best colleges, for mechanical and scientific studies, there is found to exist among the students a great inaptitude, both for the acquisition of those modern languages by means of which such studies must be prosecuted, and for the ready and effective command of the English. So seriously have these difficulties been felt, that the Scientific Faculty of one of the very highest of these institutions (I refer to the scientific school in Yale College), strongly recommends to all its pupils a preliminary discipline in Latin; and has even been forced to consider the propriety of making such a discipline an indispensable qualification for admission to the school.

Nor are we at liberty in such a general summary to overlook the fact, that it is in one of these philosophical and elegant forms of human speech that the Almighty Father has been pleased to embody his highest and noblest communications to man. In it He has seen fit to record the history and the instructions of the world's great Teacher in the way of life,—the death which forms both the sublimest and the most important event in the world's history, through all the past,—and the Resurrection, which both for each individual man, and for the race at large, most illumines and gilds the future. Were it in some barbarous jargon that these grand disclosures had been embalmed—in some obscure and rude speech, the study of which could add nothing to our intellectual wealth, and contribute nothing to elegance and refinement—it would still seem both ungrateful and unhappy, perhaps also

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unwise and unsafe, to divorce our systems of education from the studies which contain the world's great means of moral culture. But how striking, on the other hand, is that providential design which has consigned the teachings of Christ to that language which, by the concession of all scholars, is certainly the most philosophical, and perhaps also the most elegant of all the forms of human speech ! It seems as though He had designed that the reverent study of His great revelation should not only imbue the mind with religious knowledge, but impart to it also something of the best results of human culture and refinement. It is certainly not without design that the vehicle of the world's religion stands so closely related to its philosophy and its science. The education which teaches us God, teaches us also what is best and noblest in man; as the elevation which raises us nearest to Heaven shows us most truly and largely the earth.

It would seem, then, that the classical languages must ever occupy an important place in every institution of enlarged education. They are indispensable to any scientific knowledge of nature; they afford our best preparation for the acquisition of the cultivated languages, and of general philology; they enter largely into the constitution of our mother tongue; they afford us by far the best models of style; they supply our language of taste and elegance on the one side, and of philosophy and morals on the other; and they embody the spiritual treasures of God's revelation to man. In various degrees they mingle themselves with all the recent culture, as they stand related to all the early history of mankind. It will always be difficult, but it is at present quite impossible to devise means which could at all supply their place in education.

VOLUNTARY ENDOWMENTS OF COLLEGES AND ACADEMIES.

BY JOHN V. L. PRUYN, LL. D.

Chancellor of the University of the State of New York.

The Executive Committee of the University Convocation, at a meeting held in March, 1867, assigned the subject of " Voluntary Endowments of Academies " to a special committee, consisting of the Chancellor and the Secretary of the Board of Regents and Prof. Upson, of Hamilton college, to be reported upon at the next meeting of the University Convocation, to be held in August of that year. At that meeting, the Chancellor, as chairman of the committee, made a report in part, which he was requested to perfect for publication in the convocation proceedings, using his discretion as to the extent of the discussion. That publication having been much delayed, this report, in its present form, was not prepared until July, 1868.

Nearly all the colleges and academies of this State have been founded, and many of them aided in their subsequent growth, by private contributions; and there is evidence of a growing disposition on the part of wealthy citizens to make liberal donations for the establishment and support of such institutions. The extent to which this liberality is exercised, depends in a measure upon efforts to awaken a special interest in higher education, and upon personal appeals to the wealthy to apply their means in this direction. In some cases, the success of such appeals may depend rather upon incidental circumstances than upon the claims which education as such presents. The proximity of an academy, and the fact that a given sum goes much further towards endowing an academy than a college, may incline many persons to bestow their educational gifts upon the former. Be this as it may, the opportunities are ample for aiding either colleges or academies, and it concerns the friends of education not so much to urge the claims of this or that institution or class of institutions, as to forestall objections and remove obstacles to liberal endowments for the benefit of higher education.

When the State is doing so much for popular instruction, the question arises whether it does not belong to it rather than to indi-

viduals to furnish all the means of education, from the common school to the university.

All doubtless agree that the founders of new States should set apart ample portions of the public domain, for the benefit of education in all its departments. This policy, to a very inadequate extent, was adopted in the early history of the State, it being provided by an act passed March 23, 1782, that "whenever any persons entitled to lands by virtue of this act,* shall associate in a sufficient number to take a whole township of seven miles square," * * "in every such township there shall be laid out one lot containing four hundred acres, for the support of the gospel; and two other lots containing each two hundred acres, for the use of schools; and if any number of acres less than the least right shall remain, they shall in like manner be appropriated to the use of schools."† It was also provided by an act passed May 5, 1786, entitled "*An act for the speedy sale of the unappropriated lands within this State, and for other purposes therein mentioned,*" "that in every township so laid out, or to be laid out as aforesaid, the Surveyor-General shall mark one lot on the map, *gospel and schools*, and one other lot, *for promoting literature*, which lots shall be as nearly central in every township as may be; and the lots so marked shall not be sold, but the lot marked, *gospel and schools*, shall be reserved for and applied to promoting the gospel and a public school or schools in such township; and the lot marked, *for promoting literature*, shall be reserved to the people of this State, to be hereafter applied by the Legislature for promoting literature in this State."‡ Authority to sell these lands for the benefit of education, was subsequently given by the Legislature, and from this source, in part, the common school and the literature funds of the State have originated; both, however, have been much increased from other sources, though both are still inadequate to the support of the classes of institutions to which they are respectively devoted; and it is now too late to make either of them materially larger from any such source as that from which they were originally derived.

The deficiency in the income of the common school fund is now made up by direct taxation, to which, in view of the advantages

* Referring to certain military bounty lands.

† Greenleaf's Statutes, vol. I, p. 49.

‡ Greenleaf's Statutes, vol. I, p. 282.

of free education, the people cheerfully assent. While it is universally conceded that every child within the State should be thus provided with such an education as will prepare him for ordinary business and for an intelligent discharge of his duties as a citizen, it is questionable whether it is the duty of the State, as such, to extend further its provisions for education; and whether it does not rather accord with a well established and approved policy, to encourage and invite citizens of wealth to supplement the bounty of the State, by providing ample endowments for higher institutions of learning. The objection that this tends unduly to increase the number of colleges and academies, and thus to weaken those supported wholly or in part by the public, would be entitled to much consideration, did it not appear that even in those States which, like Michigan, provide a complete and free system of education, independent schools and colleges are springing up. While the establishment of too many institutions is to be deprecated, there is reason to believe that both colleges and academies, founded by private endowments, will exist and thrive in spite of all obstacles, and that the mutual influence and competition of these rival systems (if such they are regarded), will tend to elevate the standard of both.

Assuming, therefore, the continued existence of colleges and academies founded by private munificence, we must make them as useful as possible, by providing such endowments as will relieve them from being dependent on fluctuating patronage for their support, and enable them to furnish the best facilities, either without charge or at very reasonable rates.

In accordance with these views, it is believed that this State, which has always exercised, to some extent, a supervision over all incorporated institutions of learning, should take measures to facilitate and encourage their full endowment, under such restrictions as may be deemed proper for the general good. Experience has shown that further legislation is needed for the investment and protection of such endowments, and to guard against their diversion and misapplication.

The draft of an act for this purpose, entitled "An act to encourage endowments for public, charitable, literary and other purposes," was prepared by the chairman of the convocation committee on endowments above referred to, during the session of 1867. The bill was introduced into the Senate on the 15th of March of that year, by Mr. White, now president of the Cornell University, and

having had two successive readings, was referred to the committee on the judiciary.* On the 18th day of April following, Mr. Folger, from the judiciary committee, reported in favor of the passage of the bill, and it was referred to the committee of the whole,† but was not subsequently taken up, on account of the final adjournment of the Legislature two days afterwards.

As this bill, though it failed to become a law, was favorably reported upon, there is reason to hope that its passage, or that of some other of like character, may hereafter be secured. As the provisions of the bill may interest the friends of education, a copy of it is hereto appended, and suggestions in regard to it are invited and may be addressed to the Secretary of the Board of Regents.

During the session of the late convention for revising the Constitution, in accordance with a resolution adopted by the University Convocation, on the 7th day of August, 1867,‡ this subject was presented to the standing committee on education, and the following clause was inserted by the committee in the draft of the article reported to the convention :

SEC. 3. The Legislature may provide for the payment into the treasury of money or securities for the general or special endowment of any literary or educational institution in this State; for the investment of the same, and for the payment of the interest upon said investment in accordance with the terms of the endowment as approved by the Legislature.

The section was struck out by the convention, for the reason that it was not considered necessary to incorporate this provision into the fundamental law, the Legislature being competent, in the judgment of the convention, to provide for the case without any express grant of power for the purpose.

In their annual report to the Legislature, communicated February 28, 1868, the Regents earnestly renewed their former recommendation on this subject. With an enactment for this purpose, wisely framed, it is believed that endowments will increase much more rapidly than hitherto in the history of the State.

It is encouraging to consider what has already been accomplished in this direction, notwithstanding the want of adequate provision by law for the protection of the funds contributed for endowments.

* Senate Journal of 1867, page 380.

† Senate Journal of 1867, page 1004.

‡ See page 580.

The incorporated colleges of the State (exclusive of the Cornell University), are found by reference to their last annual reports* to be possessed of productive capital amounting to almost four millions of dollars, held by the several colleges as follows :

	Productive endowments.	Actual income from interest, tuition, &c.
Columbia College.....	\$2,356,522	\$151,730
Union College.....	361,932	19,740
Hamilton College.....	158,700	14,452
Hobart College.....	154,329	11,216
University of the City of New York	171,000	29,991
Madison University.....	180,190	18,875
St. John's College.....	Not stated.	Not stated.
Genesee College.....	123,787	10,776
University of Rochester.....	167,918	15,307
Elmira Female College.....	9,500	21,718
St. Lawrence University.....	24,413	4,222
Alfred University.....	74,800	6,617
Ingham University.....	None.	13,674
St. Stephen's College.....	None.	13,000
College of St. Francis Xavier.....	Not stated.	Not stated.
Vassar College.....	Not stated.	82,068
Manhattan College.....	None.	Not stated.
College of the City of New York.	38,500	Tuition free.
Rutgers Female College.....	20,000	1,400
	<u>\$3,841,591</u>	<u>\$414,786</u>

The following academies, as appears from their last annual reports, hold productive funds, mostly in the form of bonds and mortgages, or United States stocks :

Academy of Dutchess County.....	\$700
Albany Academy.....	2,600
Ames Academy.....	200
Buffalo Female Academy.....	500
Canandaigua Academy.....	12,500
Cary Collegiate Seminary.....	20,000
Cayuga Lake Academy.....	6,000
Chamberlain Institute.....	45,000
Clinton Liberal Institute.....	7,500

* Contained in Regents' Report for 1868.

Cortland Academy.....	\$2,450
Delaware Academy.....	4,825
Erasmus Hall Academy.....	7,000
Evans Academy.....	15,000
Franklin Academy, (Malone).....	3,000
Friends' Academy.....	500
Genesee and Wyoming Seminary.....	2,200
Geneseo Academy.....	10 000
Gilbertsville Academy.....	2,500
Hartwick Seminary.....	18,000
Hungerford Collegiate Institute.....	10,425
Ithaca Academy.....	6,300
Kingston Academy.....	5,000
Lansingburgh Academy.....	5,500
Mexico Academy.....	575
Middlebury Academy.....	3,500
Munro Collegiate Institute.....	9,000
Onondaga Academy.....	1,600
Oxford Academy.....	2,100
Pike Seminary.....	500
Pompey Academy.....	1,420
Seneca Falls Academy.....	2,800
S. S. Seward Institute.....	20,000
Walworth Academy.....	800
Whitestown Seminary.....	1,000
Total.....	<hr/> \$230,995

In addition to the above, the Ten Broeck Free Academy, at Franklinville, Cattaraugus county, which has not yet reported to the Regents, has recently gone into operation with a permanent endowment said to amount to about seventy-five thousand dollars, being the proceeds of a bequest by the late Hon. Peter Ten Broeck.

Another instance of commendable liberality is that of Dr. Jared Parker, of Clarence, Erie county, who has provided for the free instruction of all academic scholars in the Clarence Academy.

It thus appears that thirty-five academies of the State have aggregate productive endowments to the amount of more than three hundred thousand dollars. From recent indications on the part of citizens in various parts of the State, it is believed that with proper exertions and the favorable influence of a law such as that

above referred to, these endowments may in a few years be very largely increased.

It may be useful to include in this report a statement as to the character and extent of the endowments of leading institutions outside of the State. For this purpose the University of Cambridge (England), Harvard and Yale Colleges, and the University of Michigan, have been selected.

CAMBRIDGE UNIVERSITY.

The extent to which the Universities of England are indebted to endowments by private individuals is, in this connection, every way worthy of consideration.

We select a single one, that of Cambridge, for the purpose of presenting detailed statements regarding these endowments, which serve to illustrate what is probably true, in an equal degree, of Oxford, and measurably of the other Universities of the Kingdom.

The University of Cambridge is composed of seventeen distinct institutions, called colleges, each one having its independent charter of incorporation, and rules and regulations peculiar to itself. They are all, however, controlled by the general statutes of the University.

Thirteen of these seventeen colleges owe their origin to the benevolent zeal of private individuals. Each of them, since the foundation of the oldest, that of St. Peter's, six hundred years since, has had continual additions made to its means of advancing the interests of higher education, from similar sources.

The forms which these endowments assume for the benefit of the college, after the expenditure for buildings has been provided for, are mainly the following :

1. An income is provided for the heads and officers of the colleges, from permanent funds. The salary of the heads of colleges, besides rooms and board, averages for each one a thousand dollars a year.

2. The number of fellowships provided in all the colleges for those who are graduates of the University, amounts to three hundred and eighty-five. The fellows are provided with rooms and board, and receive a fixed annual stipend for a period reaching from ten years to the end of their lives. This stipend is in amount from five hundred to twenty-five hundred dollars a year. The original intention of a fellowship was to assist clerical students through

an academical and theological course of study of from ten to fifteen years in length, but the plan, as now extended, secures the gratuitous support for life of a learned class of graduates in the prosecution of study.

3. There are, in the seventeen colleges, at least 472 scholarships for undergraduates, who, in many cases, receive their board and room-rent free, and in addition from one hundred to four hundred dollars a year for their expenses, from funds invested by donors for the specific purpose. Besides these, there are what are called minor scholarships, which are available for students who have not had time to pass an examination for a foundation scholarship. The amount set apart by St. John's College alone every year for its scholarships is thirty-three thousand five hundred dollars, besides giving two thousand dollars to deserving students.

4. From similar endowments, each college is usually able to give free board and other emoluments to poor students or sizars.

5. Besides these foundation scholarships, with the succession of years there have been attached to each college, by individual donations, scholarships bearing the names given by their founders, and designed for a limited competition, as by the students of particular schools like Eton and Harrow, or for students in specified branches of study, the classics, Hebrew, mathematics, law, etc., or as rewards for good examinations. The value of these scholarships is on an average equal to that of the other scholarships. They amount to more than one hundred in number.

6. Numerous and frequently valuable prizes are annually offered for excellence in study and exhibition of talent, which have been provided by benevolent individuals who make the college of their preference the trustee of a small capital to be invested for the purpose. The prizes are awarded after competition before examiners. Although the prizes are frequently only a set of books or a gold medal, they are more frequently in money, and are of the value of from twenty-five to one hundred dollars. The whole number of these prizes is also considerable.

The larger proportion of these endowments are designated after the names of their founders. This is the origin of the names of thirteen of the colleges, as Pembroke, Margaret, and the like. A large number of the foundation scholarships, the special scholarships, the exhibitions for particular schools, and the prizes, are called after the names of the individuals who established them, or after the name of some person whom the donors wished to honor

with a permanent remembrancer. The University Calendar annually reports the name and income of each scholarship, frequently the series of names of those students who have enjoyed its privileges, and always the names of the persons who received the prizes of the preceding academical year.

The income of these seventeen colleges is derived from investments in the consolidated funds of the Government (consols,) from landed estates, from tithe impropriations, etc.; and the portion of this income which pays the salaries of the heads of the colleges, the stipends for fellowships and scholarships, thirty years since amounted to the annual sum of five hundred and eighty-two thousand dollars. This does not include the income of the college or of individuals for tuition money or rent of rooms.

The preceding remarks refer solely to the endowments of the separate colleges. When we come to the endowments by individuals for the University proper, we find that although they have not been as large, they still have been of great importance for the end in view, that of thoroughly educating the higher students of the Kingdom.

Of the thirty University professorships, seventeen were established by private beneficence, and twelve of them are designated by the names of their founders, or of persons eminent for learning in whose honor they were created.

The scholarships of the University are not so numerous. There are thirty-four only which can be enjoyed by their recipients, usually after competition for a period of from three to ten years. The average income of each is three hundred dollars a year. They are all named from their founders.

The University prizes are in addition to the college prizes. The number of annual prizes in the form of gold medals, or of money, offered by the University for excellence in classical studies, in the mathematics, or some branch of literature or science, is at least thirty-six. The money value of these prizes varies from twenty-five to two hundred dollars. They are also designated by the names of their founders.

The amount of money for prizes alone annually distributed in the colleges and the University, amounts to the sum of eleven thousand five hundred dollars.

There are also endowments for the expenses of certain annual sermons on specific subjects, and also for lectures on some branch of science. One thousand dollars a year was charged upon an

entailed estate by a benefactor, for the purpose of enabling two graduates annually to receive five hundred dollars each, towards their expenses in traveling and making investigations in foreign countries. Another donor has provided a fund yielding fifteen hundred dollars a year, for the care of sick students.

But the libraries and museums connected with the University more expressively attest the readiness with which responses have been made by citizens to the demands of education. The botanic garden, the astronomical observatory, the geological museum, the museum of comparative anatomy, and the Fitzwilliam museum of paintings and sculpture, were all founded by individuals, and continue to receive contributions from private persons, as do also the library with its two hundred thousand volumes, the botanical museum and the museum of zoology, which three institutions were originally founded by royal bounty.

The income of the University proper, for general purposes, is small, and is chiefly derived from fees paid by the students or from profits of the University printing house, a building erected as a monument to William Pitt and designated by his name.

The University funds are administered by the vice-chancellor or by special trustees; the accounts are annually examined by three auditors who are appointed by the Senate of the University. The officers and servants of the University are paid from the University chest.

The sum total of the annual income of Cambridge University and of its seventeen colleges, thirty years since, as far as statistics were obtainable, was shown to be not less than seven hundred and fifteen thousand dollars.

The annual income of Oxford University at the same period was still larger, amounting to the sum of eight hundred and seventy-five thousand dollars.

The whole income of the nine remaining universities in England, Scotland and Ireland, not counting those which have no university relations, amounted to about five hundred thousand dollars a year.

This is a condensed and comprehensive sketch of the endowments of a single university, illustrating how much good may be done through a series of many centuries, by acts of private munificence directed to a specified end. It is well that the knowledge of the names of these donors should be perpetuated, by being forever associated with the endowments they created.

HARVARD COLLEGE.

Harvard College possesses property (besides its grounds, college halls and buildings, with their contents), estimated by the treasurer to be worth \$2,100,000. This property consists of bonds, stocks, mortgages and real estate, and yields an annual income for the expenses of the University of more than \$130,000. To this must be added an income of about \$60,000, from students of all grades and classes for tuition, room rent, etc. The total annual expenditure for salaries, scholarships, and the support of all the institutions of the College, amounts to the sum of \$185,000.

These endowments are chiefly the result of the beneficence of private individuals.

Of the forty-four professorships, twenty-four bear the names of the individuals who founded them, or in whose honor they were designated. Other professorships were established by subscriptions.

Of scholarships there are forty-four, most of which have been created within the last ten years, and bear the names of their founders. Their value is from one hundred to three hundred dollars a year. They are only awarded to those who are at the same time high scholars and needy.

There are in all thirty prizes for excellence in scholarship, viz.: five prizes of thirty, forty or fifty dollars for the best English dissertation; two of thirty-five dollars for excellence in Greek or Latin composition; five of ten and fifteen dollars for elocution; thirteen of from ten to forty dollars to the different classes for excellence in reading English prose. The remaining five prizes are in the law and medical schools. There are thirty-four prizes in the form of books, for the most part designated by the names of the persons who instituted them.

The sum of twenty-six hundred dollars is annually disposed of to indigent students, either by gift or loan.

By means of endowments of deceased and living benefactors, provision is made for the expenses and support of the library, the astronomical observatory, the zoological museum, the botanic garden, and the collection of engravings. The alcoves of the library are adorned with the names of the most prominent donors of books. At least ten of the halls and other edifices of the University are named after those who made the most liberal contributions to their erection. The names of all donors are

recorded in the great book of benefactions. Most of these endowments, being made for specific objects, do not diminish the expenses of the student, however largely they enhance the value of his education. The University is consequently in need of more ample means to meet its general expenses, which are constantly increasing. The income of the endowments for many of the professorships is now insufficient, and for the support of some professors there is no endowment, and the under-graduate students are subjected to charges for instruction, rent of rooms, etc., amounting to at least one hundred and thirty-four dollars a year.

In a late report (1867) the treasurer observes: "The College has not the means to meet its expenses not specially provided for by endowments * * * from its portion of its general investments and its receipts from students, and it is absolutely necessary either that the expenses should be reduced, or means for their support provided."

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YALE COLLEGE.

The condition of the funds of this University is presented summarily in a communication recently made by its treasurer, which we copy with some abbreviations :

I. In the Academical Department.

1. Professorships endowed to the amounts stated:

Divinity.....	\$43,443 65
Modern languages	31 330 64
Moral philosophy and metaphysics.....	20,000 00
Natural philosophy.....	15,000 00
Natural history.....	10,486 25
Law	6,500 00

2. Funds for scholarships or prizes:

Family scholarships.....	\$24,166 66
General scholarships.....	44,811 15
Undergraduate scholarships.....	9,666 66
Graduate scholarships.....	6,800 00

3. Library funds \$26,837 33

4. Miscellaneous funds:

Musical instruction.....	\$10,000 00
To promote the interests of religion.....	500 00

5. Accumulating funds, the income of which is not available at present, but is added to the principal:

Building funds	\$168,975 41
Graduate scholarship fund.....	6,367 36
Fund for a new unnamed professorship	6,361 32

6. General fund, the income of which may be used for any collegiate purpose.....\$356,619 92

Unproductive real estate deducted 65,173 87

\$291,446 05

II. In the Theological Department.

General fund.....	\$187,038 64
Library fund.....	1,269 71
Scholarship fund	28,000 00

III. In the Medical Department.

General fund.....	\$12,234 73
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IV. In the Philosophical Department.

General fund.....	\$62,975 00
Library fund.. ..	10,000 00
Benner fund, for agricultural museum.....	300 00

Other professorships.

Sanskrit professorship	\$12,000 00
Botany professorship.....	23,000 00

The productive funds above stated amount to \$1,170,310.56, irrespective of the college grounds and of the college building and library, museums and furniture.

There are twenty-six professorships, eight of which are named after benefactors of the College. Only one of the professorships, however, has an endowment moderately sufficient for the support of a family.

There are seventeen scholarships, nearly all of small amount, viz.: six of one hundred dollars, and twelve of sixty dollars, for needy students; four for excellence in studies, of forty-six, sixty, ninety and one hundred and twenty dollars respectively. By an income (\$2,800) from charity funds, instruction fees are remitted to about seventy students. There are twelve scholarships of eighty dollars each in the Divinity school. The State of Connecticut provides free tuition scholarships for a certain number of pupils from each county of the State in the Scientific school.

There are five prizes of twelve dollars each for the best English composition of seniors, and one of one hundred dollars to seniors for the best English oration. There are also some smaller prizes.

The accumulating funds for specific objects do not add anything to the means available for the support of the institution; the general fund has not been sufficient to bear the increased high rate of expenses in all departments, and the charge for tuition has been raised to sixty dollars a year. Still, with all the combinations made, the treasurer states that it "leaves less than enough for the necessary miscellaneous expenses of the institution, with no provision for extraordinary wants or for further growth and development."

MICHIGAN UNIVERSITY.

The University fund, permanently invested at seven per cent., is officially stated to have been, on the 30th of November, 1867, \$557,833. This fund was derived from the sale of the University lands granted by the General Government, amounting to 48,000 acres, which have yielded an average of about ten dollars per acre.

By an act of the Legislature, a tax of one-twentieth of a mill has been imposed upon the taxable property of the State for the benefit of the University, amounting for the last year to \$15,398.30. This amount, however, cannot be claimed by the University, except upon conditions such as the Regents have not as yet felt at liberty to comply with.

The estimated expenses for the current year are in excess of the income by several thousand dollars, unless the amount raised by tax can be made available. The University endowment has already become inadequate, and needs to be increased from either public or private sources.

APPENDIX.

(Referred to on pages 693 and 694.)

AN ACT to encourage and protect endowments for public, charitable, literary and other purposes.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Any person who may desire to give or contribute any sum of money, not less than five hundred dollars, by way of endowment for, or in aid of any of the objects or purposes mentioned in the act entitled "An act authorizing certain trusts," passed

May 14, 1840, or for any religious, charitable, benevolent or scientific object or purpose, or to promote the study and pursuit of art, or to found a library or museum, or in any way to promote the common good, may present an application in writing to any justice of the Supreme Court, setting forth his intention to make such gift or endowment, and the amount thereof, the object or purpose to or for which the same and the interest thereof is to be used or applied; the terms and conditions thereof, with all proper particulars in regard thereto, which application shall be verified and acknowledged to the satisfaction of the said justice by the party signing the same (or his duly authorized attorney).

§ 2. The said justice, if satisfied that the object and purpose of the said proposed endowment or gift is not in conflict with any law of this State, and that such application is in the form hereby required, shall so certify on the said application, and shall also specifically and clearly order and direct when and to whom and on whose draft, voucher or order, and on what terms the income or interest of the said fund, as hereinafter provided for, shall be paid, with all necessary instructions in regard to such payment. Such order may at any time thereafter be changed or modified by any such justice on hearing the parties in interest; but no change or modification shall conflict with the terms and conditions of the original gift or endowment, unless with the consent of the original donor and of all parties in interest.

§ 3. The said application, with the certificate and order first above mentioned endorsed thereon as aforesaid, shall be filed with the Comptroller of this State, who shall thereupon issue an order or warrant authorizing the party who made the said application to deposit the sum named therein as the amount of such proposed gift or endowment, with the Treasurer of this State; and the said Treasurer shall receive such amount accordingly and give his receipt therefor in duplicate, to be countersigned by the Comptroller; and thereafter the Treasurer shall, on the warrant of the Comptroller, pay from the treasury the interest on the amount so deposited, at the rate of seven per cent. per annum, at the time or times and in the manner and to the person or persons designated and directed in the order so made as aforesaid and endorsed on the said application.

§ 4. In case any party may wish, instead of paying or depositing cash in the treasury as aforesaid, to assign or transfer stocks or

bonds issued by the United States, or by this State, or by any county or municipality specially authorized by the Legislature to issue the same ; he shall state such wish in his application to be made as aforesaid, and, if approved by the justice to whom such application may be presented, the Comptroller shall receive such stock or bonds accordingly ; and the voucher which may be given by the Treasurer for such stocks or bonds shall describe the same fully. But the State shall not be held liable in any way for the payment or collection of any such stock or bonds, or the interest thereon, and the interest or income which may be collected on the same shall be paid over and applied in the manner which may be directed by the order made on the presentation of the said application as aforesaid ; and after the capital or principal, or any part thereof, of any such bonds shall have been paid into the State treasury, interest on any such sum or sums at the rate of seven per cent. per annum, as aforesaid, shall thenceforth be paid from the treasury in like manner as if cash had been deposited in the first place, to the party or parties and in the manner directed as aforesaid.

§ 5. In case the order made as aforesaid shall so direct, the capital or principal sum so deposited in the treasury shall eventually be paid by the Treasurer, on the warrant of the Comptroller, to such person or persons and on such terms as may have been so directed.

§ 6. If the party so making such deposit shall desire that the fund so deposited shall accumulate and no interest be paid thereon for a certain term of years, or until the happening of some contingency to be specified in the application to be made as aforesaid and in the order thereon ; such accumulation, at the rate of six per cent. per annum with annual rests, shall be made by the Treasurer of this State, but for a term not exceeding thirty years, and the amount of the original principal sum so deposited, with the interest so accumulated thereon, shall eventually be paid by the Treasurer, on the warrant of the Comptroller, in such manner as shall have been directed by the order aforesaid.

§ 7. The several amounts to be paid by the Treasurer, on the warrant of the Comptroller, pursuant to the provisions of this act, are hereby appropriated for that purpose.

UNIVERSITY NECROLOGY.

The following sketches of members of the University Convocation whose decease occurred during the year 1866-7, have been procured either from friends who have kindly furnished the same, or by compilation from such obituary articles as have come to the notice of the special committee appointed by the Convocation in 1867, of which Secretary WOOLWORTH was the chairman :

REV. JOSEPH RICHMOND BELLAMY, A. M., was born at Kingsbury, N. Y., October 23, 1833, and subsequently resided at Clyde until nearly of age. His father dying in 1852, he was left to mature his plans for life under an excellent mother's advice. The following year he removed to Newark, where he completed his preparation for college, his course of study being directed by his uncle, Rev. Daniel Bellamy. He entered the sophomore class in the University of Rochester, in the autumn of 1854, and graduated in due course in 1857. He immediately entered upon the study of theology, and graduated from the Theological Seminary at Rochester in 1859.

After preaching about a year, in consequence of weak lungs, he was led to engage in teaching. He spent several years in the Union school at Geneva, and in 1865 became principal of the Albion Academy, where his devotion and energy accomplished more for the institution, it is said, than any of his predecessors had done in so short a time. After spending a year and a term in the academy, he was attacked, during a class exercise, with a violent hemorrhage of the lungs, from which he rallied only enough to be removed to Newark, where, after lingering a few months, he died, July 11, 1866.

REV. PETER SMEALLIE, A. M., was a native of Princetown, Schenectady county, and a graduate of Union College in 1853. He immediately went to the State of Mississippi and engaged in teaching for one year. He afterwards took charge of the academy at Johnstown, in this State, where he labored faithfully and with

success for ten years. In the fall of 1864, he became principal of the Andes Collegiate Institute. Under his management this institution immediately revived and soon took its place among the most prosperous schools in that section of the State, more than two hundred students being in attendance at the time of his death. This occurred on the 4th of February, 1867, from congestion of the brain, after an illness of only twenty-four hours. He had met with his students on Sabbath evening for prayer, according to his custom, and had earnestly spoken to them of the value of the soul, the shortness of time, and the importance of preparation for sudden death. This was his last earthly work, and at nearly the same hour the next day he went to his reward. Although his energies were mainly devoted to teaching, he had also entered upon the work of the Gospel ministry, and had been largely useful in promoting the spiritual as well as the mental welfare of his pupils.

REV. BUEL A. SMITH, A. M., was at the time of his death, early in 1867, the principal of the Union Academy of Belleville, which enjoyed a large patronage during his administration. He was very active and energetic in his labors in that institution, until he was attacked with a cancerous disease, which progressed with great rapidity to a fatal termination. He visited the office of the Regents on his return from New York, whither he had been for medical advice, and where he had been assured that he could live but a short time. He expressed his entire acquiescence in the divine will in regard to this event, and calmly bade a final farewell as he started home to die. The next intelligence from that locality announced his decease.

MISS MARIETTA INGHAM was born in Saybrook, Conn., in the year 1800, and died at Le Roy in June, 1867. She early became desirous of promoting the cause of education, and engaged with great zeal in the training of a brother and her younger sisters, one of whom is the present Mrs. Emily E. Staunton, of the Ingham University. In the year 1835 she founded a school which was incorporated in 1852 as the Ingham Collegiate Institute, and which received a University charter from the Legislature in 1857. Though herself educated to but a limited extent, and possessed of a fragile physical organization, by her sagacity, energy, great executive ability and abiding trust in Providence, she conducted the affairs of the institution which she had founded, through all its vicissi-

tudes, with marked success, and bequeathed it to the cause of education as a rich inheritance, memorable for its past usefulness, and with abundant promise for the future. -

REV. GEORGE KERR, LL. D., was born in or about the year 1815, in the northern part of Ireland, of Scottish ancestry. When he was nine years of age, his family emigrated to Canada, whence they removed first to Plattsburgh, then to Windham, and finally to Hunter, Greene county, in this State. Under the advice and encouragement of a few friends who took an interest in his welfare, he prepared to enter college, with a view of engaging in the work of the Gospel ministry. In 1835, he entered Williams College, and by the most rigid economy, he managed to graduate without any loss of time, at the head of his class. After graduating, he spent a year in teaching to get means to prosecute his professional studies. Having completed the course at the Union Theological Seminary in New York city, he preached a year in a rural parish in Schoharie county. In 1844, he accepted the charge of the Delaware Literary Institute, at Franklin, where he remained sixteen years. In 1860, he became professor of mathematics in the N. Y. State Agricultural College, at Ovid, and continued there until the closing of that college. He then spent two years as principal of the Jefferson County Institute, at Watertown, and the next two years at the Cooperstown Seminary. He had closed his labors there and was preparing to go again to Franklin, whither some twenty of his pupils had preceded him to finish their preparatory course for college under his private instruction, when he was suddenly prostrated by a lung disease, of which he died on the 27th of February, 1867, at the age of fifty-two years. He was buried at Franklin, greatly lamented by the community in whose midst he had spent the strength and vigor of his life. He was a very enthusiastic and successful teacher. Though impulsive and ardent, there was in his nature a child-like simplicity and a gentleness of spirit which won the confidence of all who knew him. His death cast a deep and general gloom over the community at Franklin, where he had endeared himself by his unceasing benevolence and where he had long been the light and life of both intellectual and social circles.

MONROE WEED, A. M.—Of the world's workers, so few labor with a pure purpose, a well-directed effort, and a tireless energy, that their decease should not pass without commemorative notice. Such was MONROE WEED, who died at Fisherville, New Hampshire, June 28th, 1867, at fifty years of age. Born near Sackett's Harbor, N. Y., January 18th, 1817, he was the second of thirteen children, of whom but two survive him. The love of truth and the principles of integrity for which among his friends he was distinguished, he always attributed to the early training of Christian parents, and especially to the pious instruction of his devoted mother. His reverence for his parents was not only shown by liberal contributions for their comfort, but one of his last acts was a journey to their residence in Ohio, to arrange for them a pleasant home in their declining years. From early childhood to mature manhood, he struggled with poverty. Such obstacles as few encounter, he overcame in fitting himself, by dearly-bought education, for his life-work. In his own journal he writes: "I have not gained a college degree without many a hard struggle. In my long labor for an education, I was helped but little. Few, save the poor, feel for the poor. I am the stronger, in some respects, for toiling alone." Not quite alone and friendless, though, for he has told us of a good man, in another county, who had in some way heard of his poverty, and who proposed, on certain conditions, to meet, in part, his expenses: to make himself known to this friend, and to acknowledge his kindness, he walked, going and returning, 150 miles, in severe winter weather. He commenced teaching in the district school at an early age, and while his education was yet very limited. Alternating teaching with farm labor, he was finally enabled to commence academic study at Alexander, N. Y. From this period to his graduation from college, much of his time was taken from study and given to outside labor, to supply his scanty resources. In 1838, he became a student at Middlebury Academy, Wyoming, where he remained, with some interruptions, until 1841, when he entered Madison University. After a year at college, he accepted the position of tutor at Middlebury, where he remained more than a year; again returning to his studies with increasing zeal, he graduated in 1846. Not only were his resources eked out by "private classes" in college, but a part of the time he acted as associate teacher in Hamilton Academy, then under the supervision of Prof. Zenas Morse—whom, in 1847, he succeeded as principal, and whose daughter he afterward married. In 1851 he removed to

Le Roy, and in 1852 he took charge of Middlebury Academy, which he conducted with rare success for nearly fifteen years. In the summer of 1866, he accepted the earnest solicitations of the founders of an academy in Fisherville, N. H., to become its head, to which place he removed in October. While the new enterprise prospered under his skillful hand, and its friends felt that, with his direction, a bright future awaited it, he, on whom so many hopes depended, was smitten with fever and passed away to the Christian's home, in the meridian of his usefulness.

Mr. Weed stood in the front rank of his profession. Very few could teach so much in an hour, or a year, as he; and his pupils who entered other and higher schools found that, with his assistance, they had built a foundation broad and compact as truth itself. Mr. Weed's success was the result of a life of the most earnest and untiring devotion to his profession. He gave it no divided attention—no half-measure of affection. If, as has been said, genius is only great patience and thorough painstaking, then he had a genius for teaching. Distinguished less for brilliancy of gifts than for intense application and great tenacity of mind, his culture was in no respect superficial, but wide, and deep, and thorough in whatever he undertook to learn. His methods of teaching and plan of school government were characterized by an earnest spirit, a perfect system, and a practical knowledge of the needs of the young mind, that compelled success. As showing his earnestness and force of character, these are a few of his favorite mottoes: "Not how much, but how well." "If we honor our profession, it will honor us." "The teacher teaches, wherever he is." "Energy is omnipotent; without energy, what is man?" "The teacher is like a candle, which lights others while consuming itself." "God buries his workmen, but the work goes on." Himself a living and devoted Christian, he deemed the character sadly incomplete without piety, and lent his influence, in all proper ways, to recommend and encourage it. In the Sunday school he was an instructor of rare excellence, and for many years a most efficient superintendent. Nor did he allow his profession to shut him out from the cheerful and liberal performance of all his duties as a citizen. Indeed, his time, and pen, and purse, were unfailing aids in every good work.

As an accomplished teacher, zealous Christian, faithful citizen and earnest worker for the right, his loss will be sincerely lamented, and his example will leaven the lives of all who knew him.

REV. WILLIAM COLEGROVE KENYON, A. M., was born in Hopkinton, R. I., October 14, 1812. His early lot was one of poverty and hardship, he having been "bound out" at five years of age, and having no early advantages for education except such schooling as he might get in the winter season, doing "chores" night and morning and working one day in the week for his board. His aspirations were first awakened by one Deacon BABCOCK, who, benignly laying his hand upon the boy's head, assured him that "he could make a man." At the age of nineteen he bought his time and commenced learning the trade of machinist, with which he combined assiduous study in the shop, while working with the lathe and file. In this way he acquired a meagre preparation for Union College, which he entered in 1836. During the period of his nominal connection with the college, he was much engaged in the prosecution of his trade and in teaching. In the spring of 1839, he accepted an invitation to take charge of a school at Alfred, in the midst of a field then comparatively unoccupied by institutions of learning. He continued to prosecute his college studies in connection with his labors in teaching, but never graduated, though the honorary degree of Master of Arts was conferred upon him in 1844, by Union College. In 1843, the school with which he was connected had grown from a few students in a small room to more than two hundred, with three additional buildings and a fund of ten thousand dollars, and received an academic charter from the Regents of the University. During the year 1847-8, four hundred and fifty-five pupils were in attendance. In 1857, the Legislature granted a University charter, and Professor KENYON was elected president. In 1865, he retired for a time from active connection with the institution. After resuming his post, illness compelled him to seek medical aid, rest and foreign travel. He had spent some time abroad and was returning home from the continent of Europe, when his decease occurred at London, June 7, 1867.

In President KENYON's estimation, it was "worthy of a true and noble ambition to build seminaries and colleges and fill them with young men and women who, properly trained, might go forth to exert an influence as lasting as time." He sometimes said that the noblest inscription he could have for his tombstone would be that as a teacher he had been good at drill, and had secured mental concentration, steadiness of mental nerve and eye, and steadfastness of purpose, leading to an appreciation of life's opportunities and

responsibilities. Centering all the energies of his being on the definite end to be accomplished, and working towards it with persevering toil, he succeeded to a degree which few men in his circumstances would have realized. The neglected boy, trained by necessity to self-reliance, was enabled by his indomitable will and untiring energy to work out his great mission as a pioneer teacher and as the founder of a large and prosperous institution of learning. In all hours of misfortune, of doubt and despondency, he had faith that amounted to assurance, and rising from the ashes of frustrated or blighted prospects, and letting "the dead past bury its dead," he used all failures as stepping stones to higher effort and nobler achievement. His was one of the truest and noblest of natures, and his very faults were his virtues intensified, leaping beyond bounds. If he descended like a thunderbolt upon the stupid and the lazy, the frivolous or the rowdy, the earnest seeker after knowledge, the hard worker and the needy found in him the gentleness of the dews of Hermon, the sacrifice and help of a father. To him life was a fiery battle, and his voice ever rung out to the young as the shout of a leader tried and true. Ever riding earnestly, even furiously ahead amid flame and smoke, he had words of cheer for those that would spur up to his side or press hard after, but woe to the laggard or the coward. As the fruit of his tireless energy and perseverance, he left behind him an accumulation of buildings and other property of the University worth some fifty thousand dollars,—an outgrowth of toil and sweat and struggle,—and five thousand young men and women who as pupils came under his influence, and to whom, as to all, his forgetfulness of self, and his many positive excellencies, should serve as an inspiring example.





